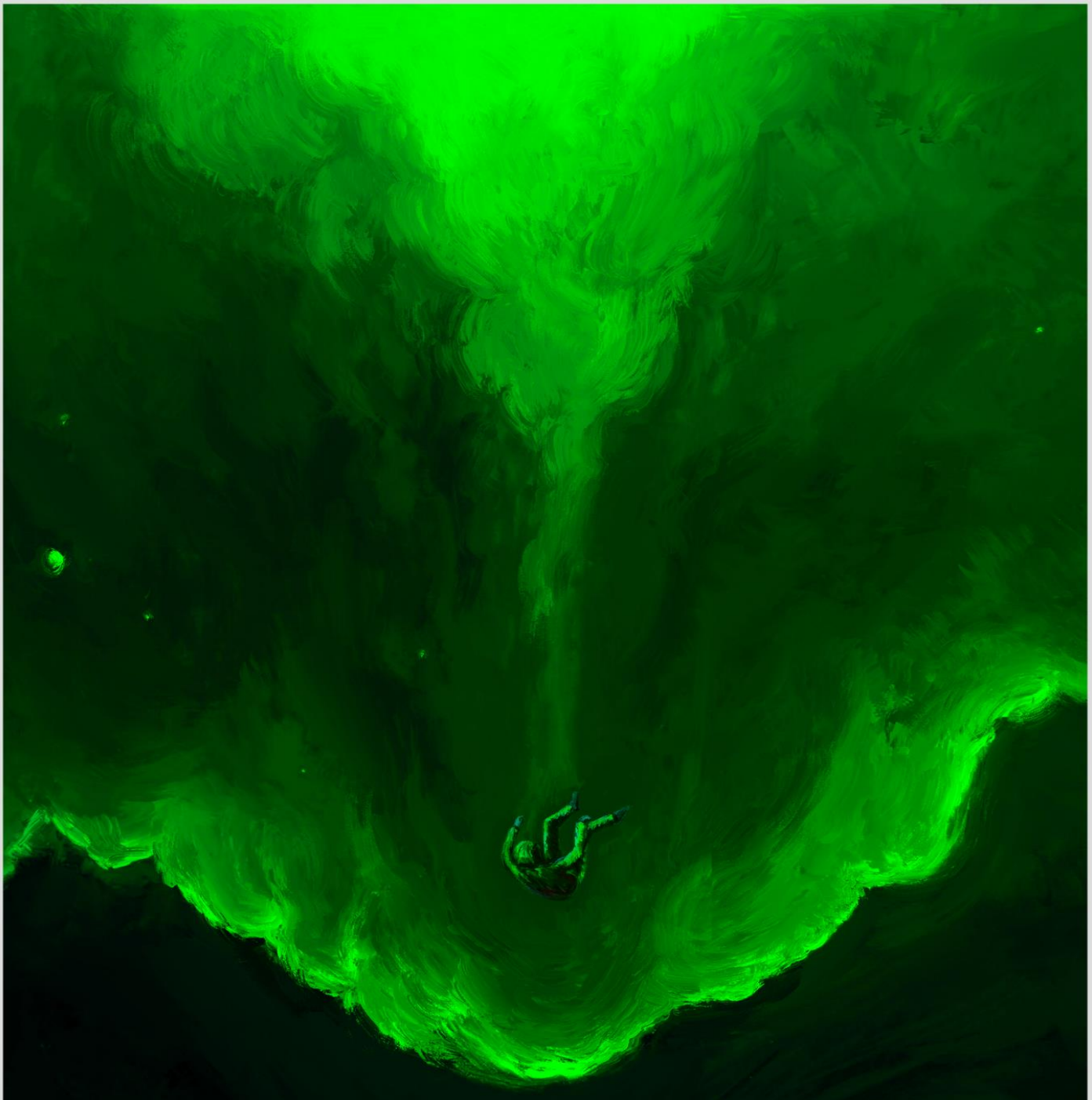

THE SCROLLING SCHOLARS

Bridging Academia and Social Media

Prasanth Arokia Samy
Caro Velma

November 2024

THE SCROLLING SCHOLARS

Bridging Academia and Social Media

Selected articles that were deemed "Excellent" by the participants in a month-long online Intercollegiate Certificate Course on **Social Media for Academics** hosted by the PG & Research Department of English by St. Joseph's College (Autonomous), Tiruchirappalli -620002.

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THE SCROLLING SCHOLARS

Bridging Academia and Social Media

Authors

Prof. D. Prasanth Arokia Samy

Prof. J. Caro Velma

NOTE FROM THE AUTHORS

We are delighted to present this stimulating collection that explores the complex interplay between academics and social media. The rich contributions of participants who took the one month-long an intercollegiate online certificate course "Social Media for Academics," offered in September 2024 by the PG & Research Department of English, St. Joseph's College (Autonomous), have resulted in this collection of papers. This anthology is a proof of the creative thought and scholarly investigation that thrive when digital technology and education come together.

Scholars, students, and educators examine various viewpoints on how social media is changing pedagogical techniques, digital identities, and academic practices in these 24 perceptive research papers. Every submission exhibits a distinct interaction with these topics, illuminating the dynamic function of social media within educational settings. This anthology's emphasis on interdisciplinary dialogues, which invites participants from a range of academic backgrounds to consider the significant influence of social media on education and professional growth, is one of its distinguishing features. By combining many points of view, we can rethink academic limits and unearth new opportunities.

The articles in this volume are organized to offer a comprehensive examination of the intersections between social media and academia. The objectives of the articles focus on how digital tools are reshaping classroom experiences and student engagement. To explores the multifaceted nature of digital identity and its role in professional growth and empowerment. Moving forward, to addresses the rapid changes and ethical dilemmas arising from the integration of social media into academic practices. Also, it examines how digital platforms are fostering language acquisition and inclusivity in education. Finally, it tries to bring the anthology to a close by reflecting on the shifts in academic and literary identities in the digital age.

As the project's authors, we would like to express our sincere gratitude to each and every participant for their curiosity and commitment. Your academic writings have shed light on the dynamic and changing relationship between academia and social media. With all of our heart, we hope that this anthology will encourage more conversations, joint endeavours, and more investigation into the ways that digital tools are changing the face of education.

Warm regards,

Prasanth Arokia Samy D.

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Beyond Accessibility: Rethinking Online Courses through Student Behaviour and Assessment Integrity

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Abstract

Online courses have evolved into an integral part of education, offering the flexibility and self-paced learning necessary for serving diverse student requirements. They have transformed modern education by breaking the barricades of traditional education. Students from all around the globe learn, without concerns about the place, the financial barriers, and time barriers; they can access high-quality education from any place at any time. But despite all these advantages, the limitations are also huge in numbers. This paper deals with the problems with the online learning environment based on student behaviour, engagement problems and lack of integrity of assessments. Online learning platforms are popular both among students and educational institutions because of their flexibility and accessibility. However, the misuses of these benefits by the students are numerous. Most of the students misuse these benefits, therefore they engage in poor quality of learning and procrastination as well as unethical behaviours such as cheating. Moreover, the quality of learning is deteriorated due to pre-recorded videos and uniform question sets. The findings of this paper stress the challenges students face and ways to enhance the quality and effectiveness of online learning through proctored examinations, interactive content, and customized instruction.

Keywords: Accessibility, assessments, flexibility, integrity, interactive content, online learning, student behaviour.

Academic Integrity has significantly declined with the increased integration of technology in education. The advent of online courses has made it easier for learners to obtain certifications without undergoing proper assessments. However, this issue cannot be entirely attributed to instructors, students, institutions, or online platforms alone. Therefore, it is essential to study the various factors affecting the online learning process in order to find effective solutions.

"interacting elements that make up an e-learning case: the array of technologies; the individual and collective practices of teachers, learners, and educational institutions; the meaning associated with degrees, universities, and higher education; the technological readiness of stakeholders; the identity and accepted practice associated with the roles of teacher and student; and more." (Haythornthwaite, 6)

In the realm of education, online learning has quickly become an influential force that is changing the way students acquire knowledge and skills in a variety of subjects and disciplines. Platforms like MOOCs, NPTEL, Coursera, edX, Spoken Tutorial, Udemy, among others, have revolutionized education by transcending conventional boundaries. These platforms provide a wide variety of courses that suit the requirements of students worldwide, allowing them to enjoy their favourite subjects at their own place and

time. “we do not see e-learning as bounded by institutional structures of courses, programs or degrees, but instead embracing the way learning flows across physical, geographical, and disciplinary borders” (9) Millions of students learn online because of this flexible and high-quality content from renowned and reputable universities.

Despite these benefits of online learning there are challenges that must be overcome. One significant problem is student behavior, with many students procrastinating or lacking motivation. Some students also passively approach their studies putting off their work until the last hour. This leads to a superficial learning experience where the focus is on completing tasks and passing exams for certification rather than acquiring knowledge. Furthermore, the integrity of evaluations in online courses is often compromised. The credibility of certification process is weakened. This is due to the uniform or standardized question sets widely used among large group of learners. This leads to instances of answer sharing, collaboration, and malpractice. “Many faculty members, administrators, students, businesspeople, and members of the public have the perception that cheating happens more in online courses than in face-to-face settings” (Veletsianos)

This study employed a qualitative observational research approach to investigate the behaviour of 75 students between the ages 18 to 23 over a period of two months while they were enrolled in various online courses. The students were observed without the use of surveys or direct interviews. The observations were conducted in their natural learning environments, with no intervention. This observation was used to assess time spent on the platform, submission of assignments, deviations in behaviour or engagement and anomalies in tests. Field notes were taken to document instances of academic dishonesty, such as sharing of answers. To analyse the data, students were categorized based on their engagement patterns such as active or passive participants, early or last-minute submissions. The findings were further used to summarize behaviours such as the average time spent on coursework and the proportion of students who engaged in academic malpractice.

The overall design of many online courses relies heavily on pre-recorded video lectures. These videos often prove to be monotonous and less engaging for students. While Pre-recorded content is flexible and lets students’ study at their own pace, it often lacks the dynamic and engaging components needed to keep students interested. The learning process might become uninteresting when students are only passive consumers of knowledge, which lowers motivation and results in uninterested learning of the subject.

In addition to this, students frequently feel isolated because they are unable to interact directly with their instructors. “Student isolation and retention rates are persistent issues in online learning.” (Oyarzun et al.) Students could feel adrift from their peers and instructors if they don’t get the chance to clarify doubts or have meaningful conversations. The lack of connection and interaction decreases the feeling of encouragement, assistance and belonging which frequently acts as a defining feature of productive learning environments. Alternative measures such as discussion Forums, chat boxes and chat groups are frequently provided, however they are generally underutilized, unmonitored, or lack the immediate and in-depth nature of face to face interactions.

The static nature of pre-recorded lectures tend to be a barrier to critical thinking and deeper learning. In an interactive class or session, instructors can initiate conversations by asking questions randomly, change their teaching strategy according to the pace of student engagement, modifying their lesson in response to student feedback, and give examples that are easily understood by the students; all of this promotes cognitive ability.

"Quality communications between students and the instructor is a significant dynamic affecting course outcomes. Any instructor who has taught the same course more than one time knows each course group has a different disposition even though the content and activities of the course remain relatively static." (Scott)

On the other hand, pre-recorded content adheres to a fixed framework, which reduces the chances for dynamic and in depth exploration of concepts. Learners can choose to watch the videos in a passive manner without critically analysing or actively processing the content. Some learners even continue to do other works and tasks as videos play in the background.

Academic integrity is a critical problem in online learning contexts. Since virtual platforms are flexible and easily accessible, they open up new possibilities for both learning and misconduct. Cheating, plagiarism, and unapproved collaboration are among the problems that increase when there is no proper methods of supervision. "the course design — how material is presented and the interactivity — counts for a lot. As do fellow students. Classmates may lean on one another in study groups organized in their towns, in online forums or, the prickly part, for grading work." (Pappano) Anonymity in online platforms can occasionally foster unethical activity, as students rely on readily available resources to bypass academic requirements. Many educational institutions have introduced strategies such, as supervised exams and plagiarism detection tools to uphold honesty among students. However, a number of challenges still exist in maintaining the credibility of evaluations, in education.

Online courses were designed in a flexible way to allow students study whenever possible at their own pace. However, the behaviour of students contradicts this; many students do not make the most out of the resources available in online courses. They tend to finish assignments in bulk quantities just before deadlines rather than taking their time to learn constantly. This last-minute approach contradicts the objective of these platforms, which are meant to support continuous, sustained and self-paced independent learning.

Based on the observation of 75 students, it was observed that 99% of the students engaged in mass completion or last-minute submissions of assignments indicating a strong tendency towards procrastination. Notably, 8% of the students were actively involved in sharing answers, while 87% of the students relied on these shared answers to complete their exams. This suggests a widespread issue of academic dependency and dishonesty within the cohort.

Additionally, 13% of the students showed signs of lethargy. They answered questions without even properly reading or engaging with the material, which highlights their disinterest in the overall learning process. Only 5% of the students were enthusiastic about taking the final exams, while others showed lack of

motivation. Furthermore, 4% of the students voiced concerns about the overwhelming volume of pre-recorded videos being sent within a single week, citing other academic and personal commitments as reasons for their inability to keep up with the content. About 40% of the students expressed the need to extend the course duration from 2 months to 4 months, arguing that a longer timeframe would reduce stress and allow them to engage with the videos at a more manageable pace.

Lastly, majority of students expressed dissatisfaction with the value of these certificate courses. They felt that these courses added little to no value to their career prospects or academic development. Many students saw the courses as an obligation imposed by their college management, rather than as an opportunity for personal or professional growth. As a result, there was a common agreement that these courses were useless.

These findings highlight a critical disconnection between the objectives of educational institutions and students' perceptions of the value of online certificate programs.

To address the issue of lack of interaction online education platforms should consider about integrating interactive learning resources like discussion boards, polls, and quizzes right into the video modules to enhance the engagement of the content. These tools may help the students to interact with the content, receive feedback, and improve their memory. In addition to promoting a sense of community, live question and answers session with teachers and interactive group assignments reduce the sense of isolation and disconnection commonly experienced by online learners.

Platforms might employ AI powered monitoring tools or human invigilators to oversee exams and verify that students are completing assessments honestly. This can be executed by instructing to keep their cameras on to observe them closely during the test taking process. Additionally, to minimize the likelihood of sharing answers among students they could implement question banks drawing questions randomly from a pool of options to create unique sets of questions, for each student. This approach enhances the authenticity of certifications and encourages students to engage more meaningfully with the study material.

Many students struggle with online courses because they are designed for a mass population of students. The modules would be more effective if personalized learning is provided to improve understanding of the content. This would reduce the possibility of procrastination or disengagement by making the learning process more dynamic and accommodating to a wider spectrum of learners. Including gamification features like progress monitoring, accomplishment badges, and leader boards and most importantly offering practical incentives, like job placement support, networking opportunities with industry professionals, or recommendations for internships for top-performing students, could enhance the appeal of the courses and promote genuine engagement. "online learning must create challenging activities that enable learners to link new information to old; acquire meaningful knowledge; and use their metacognitive ability..." (Anderson 16)

In conclusion, this paper highlights the complexities in student behaviour, engagement, and assessment integrity within online learning environments. While the flexibility and accessibility of online courses have

opened doors for millions of learners worldwide, they have also led to significant challenges, including procrastination, academic dishonesty, and superficial engagement. The findings indicate a problematic trend of last-minute submissions and reliance on shared answers, highlighting the urgent need for educational institutions to rethink their approach to online learning.

Moreover, this paper also identifies the problems within the course-content in online platforms. To enhance the quality and effectiveness of online education integrating interactive elements, promoting personalized learning options, and implementing strict integrity measures are essential. Finally, it is important for academic stakeholders to recognize the limitations of current online learning frameworks and actively seek innovative solutions that prioritize student engagement and academic integrity, bridging the gap between the intended benefits of online education and the actual experiences of students to create a more enriching learning environment. When utilized effectively, online courses can be extremely beneficial.

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Digital Identity – Social to Professional

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Abstract

Social media now stands as a versatile digital platform as the social demarks various activities from connecting, building and maintaining a relationship with friends and family to networking, collaborating and growing a professional digital self. In this information age man is no longer a social being alone but rather they have a virtual being. The social being has transformed into a virtual self where in all of their worldly human qualities digitally take root as well. A man's sociality is inclusive of their professional identity as well. A professional look to grow their professional identity through networking and collaboration through which their primary motive is to portray their professional self to a larger audience. LinkedIn is a digital platform specifically designed to do this but, in this chapter, we shall explore how the popular social media platform such as Facebook has facilitated a transition of its users usage from a social one to professional one.

Keywords: Social identity, Networking, Facebook, Virtual self, Digital, Behavior

Social and Digital Profile

Social media drives a very intense social engineering. It is enabling every being with a smart device to be connected to the world and participate and communicate at a level of their choosing. The intent and purpose of social media may have been naively dedicated to provide a digital platform for its members to participate in social activities all the while communicating through certain dedicated tools that make communication more captivating. "It is easy to lose sight of the fact that these tools were created to do some wonderful things in the world and they have, they have helped reunite lost family members and find organ donors the platforms had brought forth some meaningful and systematic changes in the world", (The Social Dilemma 2021) but there has been certain unforeseen consequences to these platforms that even the creators failed to anticipate but have not failed to utilize. Social networking has existed ever since man's transition from a primitive being, man has transformed from a homosapien to a heterosapien, a human species that has achieved some level of integration with computer and related technology. This transition is relatively somewhat facilitated by the digital platforms.

Social media has seen an exponential growth over the last decade all across the globe, it is ever evolving to meet the demands of the users and to stay as relevant as it was during the time of its inception. This is true considering Facebook. FB was an independent entity in the beginning but today it is a conglomerate that has acquired many of its competitors and has now ownership over all the leading social media platforms such as Instagram, WhatsApp. The transition from Facebook to Metaverse is a true testimony to this fact. Facebook while it offers an all-inclusive social experience, Facebook owned Metaverse delivers the same with augmented reality where one can virtually immerse oneself in the online activities.

Of all the social media Facebook is one of the most popular social media platforms with 2.93 billion monthly active users globally and 1.92 billion users who are active on a daily basis. 72.7% of Facebook users also use WhatsApp with 98.5% accessing it through a smart phone (Ruby, 2022) In this chapter the digital usage of the youth of Kerala is portrayed that is social media using youth who are specifically members of Facebook and WhatsApp. Demographically the youth is an ideal target group for social media platforms as the majority of the Facebook users belong to the age group of 25 to 34 of which 56.6% and 43.4% are males and females respectively (Ruby, 2022). The demography of the study is composed of 43 percent of the users belonging to the age category of less than 23 followed by 37.3 percent belonging to the age group of 23 – 27 and 19.7 belonging to the greater than 27 age group. The users of the study predominantly belonged to the younger age grouping of 18 to 23 with a higher emphasis on the female gender with 58.8%, this corroborates with the statistical fact that majority of the userbase of Facebook is those between the age of 25 and 34.

Social media has become an inevitable part of life, as, of 2021 FB is the largest social media platform globally with 2.85 billion monthly active users worldwide. The latest data by FB shows India to be the country with the greatest number of users having 340 million active users. Facebook has 98.5% of its users accessing it with a mobile device and 81.5% of those users only use a smart device to access the social network. (*Facebook Reports First Quarter 2021 Results*, n.d.)

The users of the study were asked to identify the popular social media they are a member of and frequently use, the following table and diagram represent the social media membership of the users across various platforms.

Variables		**Frequency**	**Percentage**
Facebook	No	112	29.0
	Yes	274	71.0
	Total	386	100.0
Instagram	No	73	18.9
	Yes	313	81.1
	Total	386	100.0
YouTube	No	54	14.0
	Yes	332	86.0
	Total	386	100.0
WhatsApp	No	10	2.6
	Yes	376	97.4
	Total	386	100.0
	No	299	77.5

Twitter	Yes	87	22.5
	Total	386	100.0
LinkedIn	No	282	73.1
	Yes	104	26.9
	Total	386	100.0
Pinterest	No	297	76.9
	Yes	89	23.1
	Total	386	100.0
Skype	No	338	87.6
	Yes	48	12.4
	Total	386	100.0
Quora	No	334	73.1
	Yes	104	26.9
	Total	386	100.0
Signal	No	351	73.1
	Yes	104	26.9
	Total	386	100.0
Snapchat	No	296	76.7
	Yes	90	23.3
	Total	386	100.0
Telegram	No	107	27.7
	Yes	279	72.3
	Total	386	100.0
Reddit	No	379	73.1
	Yes	104	26.9
	Total	386	100.0

Frequency and Percentage distribution of users based on their involvement in various social networks

From the above table, 71% of users use Facebook, 81.1% Instagram, 86.6% YouTube, 97.4% WhatsApp, 22.5% Twitter, 26.9% LinkedIn, 23.1% Pinterest, 12.4% Skype, 26.9% Quora and Signal, 23.3% Snapchat, 72.3% Telegram, and 26.9% Reddit.

The users have shown a higher percentage of usage for a combination of social media platform; Facebook, Instagram, YouTube, WhatsApp and Telegram dominate this combination. Instagram has emerged as the popular and preferred social media platform, followed by Facebook. This transition in the pattern of

usage is seen more over due to the fact that Instagram has remained and grown purely to be a social app which purely curates itself to the user's interest and the users have iterated that they have transitioned to Instagram for its sociality whereas have maintained FB more as a cover profile some have found professional use for it whereas others have kept it for social and creative uses. An assessment of the youth has brought to light different transition with regard to their usage of social media such as attention seeking behaviour to reputation building, hyper reality to hypervisibility and social to professional. In this chapter the transition from social to professional usage of social media shall be explored more.

Digital Identity

Digital Identity envisioned here pertains to the image a social media user has build for themselves, this will be reflective of their social self in the real world. A virtual transformation of the social self to a virtual self happens in stages such as participation, networking, growth and anticipatory socialization starting with identification and selection of a social media platform to building up a curated image to engaging in behavior with an anticipation of how it will be reflective of the image they have built.

Participation

In this phase the users began by exploring social media platforms through which they identified the social media that they wanted to participate in. Inspiration and the need to participate in social media was motivated by factors such as peer pressure, commonality, popularity and even intrigue to know and understand this mode of communication and technology. The users took to FB for various reasons, originally, they were Orkut users and with its decline people flocked to FB. FB had many competitors but FB remained the choice because it grew drastically in a short duration of time by offering multiple tools, variety of access like communication, multimedia entertainment, games, updation of events etc. this helped FB to retain its users and grow to be the platform with the largest number of users around the globe. FB is different from other social media platform due to its versatility as other platforms like Instagram, WhatsApp, Reddit, Quora, Pinterest, LinkedIn etc. have a single focus operation whereas FB provides all these services under one platform thus the possibility to stay off or quit FB is difficult to near impossible.

The users chose FB popularly due to these two reasons peer interest and functional purposes. The nature of participation was dominant and constant as in, in the beginning many users exhibited a dominant pattern of usage in order to understand the platform, many learned by trial and error, constant usage with hours being spent online, building profile my adding people, showcasing their interests, participating in online interactions etc. At first the users engaged in a very dominant behavior with active participation during which much attention was not given to curation as in an unfiltered behavior was displayed. The idea of having to portray a perfect self-had not been idealized yet and also a concern about the concern this online participation will or may have on their image was not realized at this point. Importance was only being given to participating and building the profile.

Networking

The focus in this phase was on building up one's digital profile, attention was given to building network by adding a greater number of friends and active participation. This phase was during when the popularity of FB was at its peak and people very solely focused on FB, the remaining social media platforms like Instagram, WhatsApp or LinkedIn where indicated for exclusive purposes so a bifurcation of users had not taken place yet. In this phase there was no filtering the focus was on a quantitative growth. The users engaged in self-exhibition with the intent to promote themselves and exhibit their qualities to attract further engagement in the platform. By doing so the users were able to enrich their social capital and create virtual communities. Self-promotion through self-exhibition, this exhibition was not limited to appearance alone, lifestyle, life events were also given emphasis. The users took to social media to update their profile with sharing of life events which were deemed as achievements or major milestones such as graduating, employment, marriage, honors etc and tools like check in, activities and emotional being was too utilized by sharing travel plans, checking in to popular places, updating weather they felt sick, happy, confused etc. In the beginning stage of this phase there was no filter or consideration about over sharing, the users shared to make themselves visible and thereby relevant. At first the users took heavily to FB to cement their profile and network by sharing this behavior has transitioned with users now holding multiple profile in FB and having profiles across different social media platforms for specific use. Now the users have an awareness about the platform and the positive and negative repercussion it can have on their image. Users reported to have negative emotions like anxiety, sadness and depressive episodes because seeing the content shared by their peers forced them to evaluate their own lives with them, this created feelings like they aren't good enough or the need to do better in order to showcase themselves in a higher strata than their peers, this took a toll on the users and many stepped back from the platform, another reason was the fact that the users realized their needs and interest and felt it was better served in other social media platforms like Instagram thus they worked in that profile and maintained this in a more covert mode. In participation and networking phases emphasis is given to 'attention seeking behavior', the users were sharing photos and details of their lives in an unfiltered manner to their virtual network in FB.

In the phases of participation and networking the attention seeking behavior that the users engaged in was in line with hyper reality. The users had given emphasis to growing their profile in quantitative terms such as higher number of friends, striving for higher number of likes for posts and constant sharing and activities in the platform. As hyper reality suggests the users have an inflated ideal of self where every little detail about their lives where exaggerated. The users had larger than life perception of self, they craved attention and validation and this was exhaustive for the users with many reporting anxiety and depressive episodes.

Growth

The profile or network has been built up by the users and thus the focus in this stage has been for

curation by giving emphasis to perfecting the image and maintaining it. in this phase emphasis is given to qualitative growth unlike the quantitative growth in the previous two phases. The users resorted to curating their profile by unfriending people that did not line up with their ideology, those of whom were strangers, inactive and unresponsive in their network. Privacy is maintained within the network without giving access to everyone. A reevaluation of the profile is done by the users at random to ensure that their profile exhibits only content that will make them appear more appealing, content that is deemed as negative or ill-fit is removed or hidden from their timeline.

Anticipatory Socialization

It is the process by which the users started behaving in accordance to the need of the hour in social media. The users are now focused on building a reputable profile that is deemed acceptable according to societal standards. The users have a focused interest and micro groups within their larger networks which the users have taken as a confident group to advocate their interest and ideas.

The stages of growth and anticipatory socialization gave emphasis to qualitative growth. The users gave priority to the quality of content, accessibility of this information and presentation of self rather than quantitative growth and presence. The users now have an understanding about the functions of FB and the possibilities of the effective utilization it could have. Social media and FB have come up as a powerful tool for the users, each having their own virtual network and community whom they can rely on to further their profiles, interest and needs.

Social to Professional

The digital identity that we see now is a result of each user creating and having their profile undergo each of the stages such as participation, networking, growth and anticipatory socialization. Participation and networking both saw a quantitative growth with users wanting to have a large network and put themselves on constant display. Whereas the later, two stages of growth and anticipatory socialization saw the users becoming aware of their own usage and its consequences. This set in largely due to the fact social media grew to have an omnipresence in the sense that everyone knew about it, everyone used it and this was now here to stay. Thus, a transition took place and the digital identity that the users had invested time and build over time moved from a social to a professional one in Facebook. The users that participated in this study were those who had been part of Facebook since its inception thus their usage had evolved with time and the platform as well. This transition from social to professional has been gradual. The usage of different platforms that had taken root from curiosity and peer pressure dynamically shifted with time to a more mature and curated usage.

The users in the beginning sought to be visible, active and present through their social media platforms during which the activities that they took part in where not carefully curated to promote their image in a particular manner that would showcase them in a more appealing manner. As an understanding about the effects their participation has on their real-life profile set in the users sought to be more careful as to how they wanted to showcase themselves. When the users began using social media and took on membership, they were

still pursuing academic goals and as they entered more professional roles their roles and activities changed accordingly and this needed to be reflected in their virtual self as well. Some users said that their employers and potential employers run background check on social media due to which they took to curating their past activities as well so as to not hamper their opportunities. Some say social media as a great platform to showcase their work, seek out opportunities, collaboration and largely to showcase their professional growth to the masses. With this the users sought to transition to a reputation building behavior online where their activities were more focused on a professional growth rather than social in Facebook.

Even though users have bifurcated to other social media platforms Facebook still remains to be a mother profile where important milestones are exhibited and updated upon. The users maintain this profile as a holistic one while the other social media platforms such as Instagram, YouTube or even WhatsApp have been confined to specific purposes. Users now having shifted to a professional identity in this social platform the content, their participation all reflect this professional self. Previously the emotionally motivated posts or updates, personal opinions are all absent rather they seek to present a professional self where in their personal interest remain hidden or are presented in a curated self so that it may not hamper future opportunities.

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The Surge of Populist Ideology in Academia using Social Media

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Abstract

This article examines the rise of populist ideology in Indian academia, focusing on the role of social media as a catalyst for this phenomenon. It discusses how populism, characterized by the appeal to the common people against perceived elites, has permeated academic discourse, influencing student activism and shaping institutional dynamics. The analysis highlights the historical context of populism in India, the transformation of political communication through social media, and the challenges posed to academic freedom and critical inquiry. Through case studies of significant incidents and figures, the article explores the implications of this trend for educational institutions and the broader societal landscape. Ultimately, it advocates for curriculum reforms and open dialogue to foster a more inclusive academic environment amidst the challenges posed by populist ideologies.

Keywords: populism, academia, social media, student activism, academic freedom, curriculum reform

Introduction

In recent years, India has witnessed a notable rise in populist ideologies, significantly impacting various spheres of society, including academia. The advent of social media has further amplified these ideologies, transforming the way information is disseminated and discussed among students, educators, and the general populace. This article explores the intersection of populism, academia, and social media in India, examining how these elements coalesce to influence public discourse and shape political consciousness.

Populism, at its core, is a political approach that seeks to represent the interests of ordinary people, often against a perceived elite. As defined by Cas Mudde, a prominent political scientist, populism is "a thin-centered ideology that considers society to be divided into two homogeneous and antagonistic groups: 'the pure people' versus 'the corrupt elite'" (Mudde, 2004). In the Indian context, populism often manifests through rhetoric that appeals to national identity, cultural heritage, and anti-establishment sentiments.

Populism in India is not a recent phenomenon; it has historical roots that can be traced back to leaders like Mahatma Gandhi and later figures such as Jawaharlal Nehru. However, the current surge of populist ideology, particularly associated with the rise of the Bharatiya Janata Party (BJP) and Prime Minister Narendra Modi, has gained momentum through the strategic use of social media. The BJP's use of platforms like Twitter, Facebook, and WhatsApp to engage with voters represents a significant shift in political communication strategies.

Social Media as a Tool for Populism

Social media has democratized information dissemination, allowing populist leaders and movements

to bypass traditional media gatekeepers. In India, this has created an environment where populist narratives can flourish unchecked. Social media platforms enable the rapid spread of content that often employs emotionally charged language and simplistic solutions to complex problems, resonating with a broad audience. According to a study by the Pew Research Center, around 70% of Indian adults use social media, making it a vital tool for political communication (Pew Research Center, 2021). This statistic highlights the potential reach of populist ideologies among the youth and students, who are increasingly active online.

India has one of the youngest populations globally, with a significant portion of its demographic under the age of 30. This demographic is particularly susceptible to populist messaging that promises empowerment and change. Social media serves as a breeding ground for such messages, enabling leaders to craft narratives that resonate with young voters' aspirations and frustrations. Moreover, populist leaders often employ memes, videos, and other engaging formats to communicate their messages, making complex political ideas more accessible. This strategy not only attracts attention but also fosters a sense of community among followers, reinforcing their beliefs and mobilizing them for action.

Populism in Academia

The influence of populist ideology in academia is evident in the shifting nature of academic discourse. Scholars and students increasingly engage with political issues through a lens of populism, often framing discussions around nationalism, cultural identity, and anti-elitism. This shift is reflected in the growing popularity of courses and seminars that explore these themes, often supported by social media campaigns.
Furthermore, academic institutions themselves have become battlegrounds for populist ideologies. Student groups aligned with populist movements frequently challenge traditional academic structures, advocating for curricula that prioritize nationalist perspectives and local knowledge over Western-centric frameworks. As one scholar notes, “The rise of populist sentiments in academic circles poses a fundamental challenge to the established norms of critical engagement” (Jha, 2016). This trend raises critical questions about academic freedom and the role of universities in fostering critical thought.

Several incidents in recent years highlight the rise of populist sentiments within Indian academia. One notable example is the protests at Jawaharlal Nehru University (JNU) in 2016, where students were accused of anti-national activities for organizing an event to commemorate the death of a Kashmiri separatist leader. This incident polarized public opinion, with various social media campaigns mobilizing support for both sides. The discourse surrounding this event exemplifies how populist narratives can influence academic settings and shape public perception of educational institutions.

Another case involves the increasing popularity of certain academic figures who promote nationalist ideologies through social media. Scholars like Rajiv Malhotra, who critiques Western scholarship on Indian history and culture, have garnered significant followings online, further propagating populist sentiments in academic discussions (Malhotra, 2016).

Challenges and Implications

Erosion of Academic Freedom

The surge of populist ideology in academia, fueled by social media, poses challenges to academic freedom and critical discourse. Scholars who dissent from mainstream populist narratives may face backlash from students and political groups, leading to a culture of self-censorship. As noted by Tharoor (2017), "Intellectual dissent is increasingly viewed with suspicion in today's charged political environment." The atmosphere of intimidation can stifle intellectual diversity and discourage open debate.

Fragmentation of Discourse

The prevalence of populist ideologies in academic discussions can lead to the fragmentation of discourse, where competing narratives drown out nuanced analyses. As social media amplifies simplistic and polarized viewpoints, the potential for constructive dialogue diminishes, undermining the purpose of academic inquiry.

Polarization of Student Communities

The rise of populist ideologies can further polarize student communities, creating divisions along ideological lines. This polarization can manifest in campus conflicts, affecting the overall educational environment and the sense of community within academic institutions. It can also hinder collaborative efforts among students from diverse backgrounds.

The Role of Institutions

Navigating the Populist Landscape

Academic institutions must navigate the challenges posed by the rise of populist ideologies while upholding their core values of academic freedom and critical inquiry. Encouraging open dialogue and promoting diverse perspectives can help mitigate the effects of polarization and foster a more inclusive academic environment.

Curriculum Reforms

To address the surge of populism, universities may consider curriculum reforms that emphasize critical thinking and interdisciplinary approaches. Incorporating courses that explore the socio-political dimensions of populism can equip students with the tools to engage critically with these ideologies. Engaging students in discussions about the implications of social media on political discourse can also foster media literacy and discernment.

Conclusion

The surge of populist ideology in academia, facilitated by social media, poses both opportunities and challenges for Indian educational institutions. While social media has democratized political discourse, it has also amplified polarized narratives that can undermine critical inquiry and academic freedom. As India navigates this complex landscape, it is essential for academic institutions to promote open dialogue, encourage diverse perspectives, and equip students with the skills needed to engage critically with populism.

Understanding the dynamics of populism in academia is crucial for fostering a robust intellectual environment that supports democratic values and social cohesion.

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The Impact of Social Media on Enhancing Student Learning Experience

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Abstract

Social media platforms have revolutionized the mode people interact, share knowledge, and exchange ideas. The post-pandemic rush has made it essential for individuals personal and professional growth. The integration of social media in education significantly enhances the learning pace and promotes rapid knowledge exchange. The present study "The Impact of Social Media on Enhancing Student Learning Experience" aims to show the social media influence on critical thinking, collaboration, and communicative skills among the students.

Keywords: social media, learners, communication, education, post-pandemic

Introduction

SixDegrees.com was the first true social media site launched in 1997 by Andrew Weinreich. This pioneering platform allowed users to create profile, make friends and send private messages. In the 21st century social media gained immense popularity and attracted millions of users. LinkedIn founded in 2002, emerged as a professional networking platform. Facebook, introduced by Mark Zuckerberg in February 2004 was initially introduced to connect Harvard students and at present it boasts over 2 billion monthly active users. Subsequently Reddit (2005), Twitter (2006), and Instagram (2010) were launched. The mobile phone has undergone significant transformations since Motorola's DynaTAC 8000X in1983, the first portable phone weighing over a pound. IBM launched its first smartphone in 1992 followed by the Simon Personal Communicator (SPC) in 1994 the first touch screen phone with email, fax, calendar, address book, and appointment scheduler capabilities. The internet is considered to have been officially invented in 1983. It is Paul Mockapetris and Jon Postel who invented the Domain Name System (DNS), which converts IP addresses into names. Eventually, in the year 1989 Tim Berners-Lee proposed the World Wide Web, a way to access information on the internet. The initial phone with wireless access to internet was introduced in 2001. First Apple iphone was launched in 2007 and android smartphone was introduced in 2008.

Review of Literature

Gitanjali Kalia, in her paper "A Research Paper on Social Media: An Innovative Educational Tool," emphasizes the significance of social media in the educational sector. She suggests that tutors can educate learners to utilize social media innovatively for better purposes. She also collected secondary data from individuals aged 18-25 using a questionnaire to understand their perceptions of using social media for educational purposes. The study highlights social media's potential as an educational tool, enabling students to engage in practical work. Kalia concludes by supporting for a change in the education system, emphasizing

that social media should be leveraged for educational purposes.

W. Akram's research paper, "A Study on Positive and Negative Effects of Social Media on Society," examines the impact of social networking platforms on various aspects of society, including: health, business, education, society, and youth. The study explores both the positive and negative effects of social media, highlighting its influence on society. In Section III, Akram provides an analysis of popular social media platforms, such as Facebook, twitter, Instagram, Tumblr, Flickr. The author presents examples to illustrate the positive and negative effects of social media on society. Akram concludes the paper by emphasizing the need for responsible usage and awareness and offers guidelines for mitigating the negative influences of social media on teenagers.

Social media as an educational tool

Social media is an online platform for building networks, sharing content (blogs, photos, reels, news), and instant messaging. Since the early 2010s, social media has evolved into a valuable educational tool, becoming an integral part of modern pedagogy. Its versatility and accessibility have transformed the way educators teach and students learn. Some of the social media platforms used for education includes google classroom, Pinterest, Quora, YouTube, Facebook, Instagram, TEDEd, blogger.

Google Classroom

It is a web-based platform introduced in January 2015. Designed specifically for education it integrates Google meet link, Google Drive, Docs, Sheets, and Slides to facilitate teaching and learning. It facilitates real time collaboration, instant feedback, share materials, assignment distribution and grading, quizzes and assessment tools.

Pinterest

It is an American social media service renowned for its visual communication capabilities. This platform enables users to share educational resources, save and share images, articles, and videos into virtual pinboards. Utilizing Pinterest as an educational tool offers numerous benefits for the students, teachers, and parents to enhance the learning, teaching through visual engagement.

Quora

It is an online question-and-answer platform that is accessible since June 2010. It enables the users to post questions and access answers from experts and knowledgeable individuals.

YouTube

YouTube is an American video-sharing platform with vast educational potential, accessible worldwide. Owned by Google with over 2 billion monthly active users was launched in February 2005. It is identified that 70% of the YouTube viewers use this platform for educational purposes. It caters to diverse educational content, fostering personalized learning experiences.

Methodology

Thirty students of classes V to VIII were randomly chosen for the study. Empirical research method

was followed. The questions asked were related to the impact and role of social media on enhancing the student learning experience. The following are the results that are derived from the study.

Results

Table: 1 - Impact of Social Media on Primary Learners

Categories	**Number of Students**	**Percentages**
Improved Engagement	25	83%
Better Understanding	22	73%
Collaboration & Sharing	20	67%
Technical Skills	24	80%

Table 1 illustrates the positive effects of social media among learners. Column one indicates the categories. Column two shows the number of students response count. Column three percentages display the response rate. The data reveals that social media has significantly improved engagement among learners also substantially enhanced the technical skills development. Finally, notably improved is better understanding and collaboration & sharing.

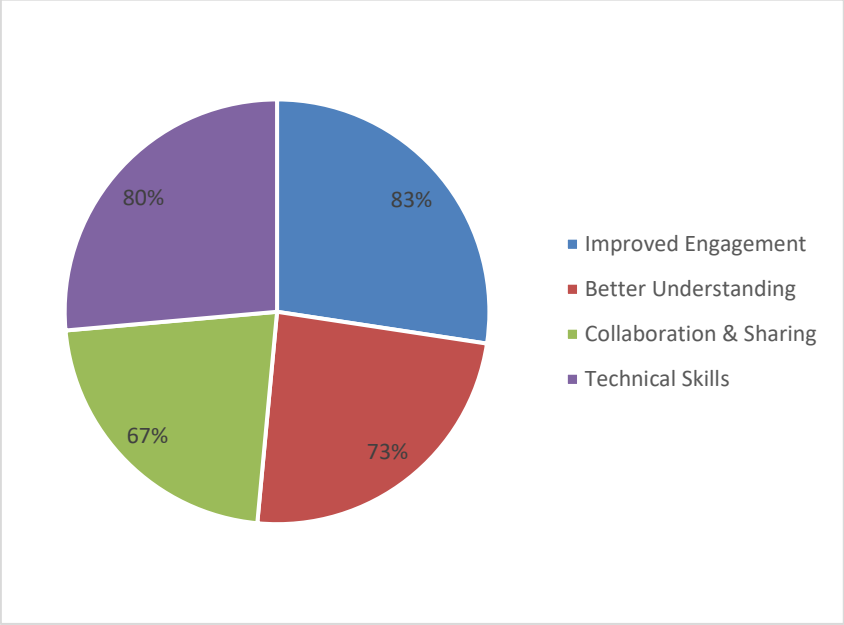

Figure 1: Impact of Social Media on Primary Learners

In the Pie Chart the circle represents the total (100%). Slices denotes the individual categories. Colours identify each slice. Percentages show proportion of each slice. The visual representation of the percentage

reflects the positive impact of social media integration in education.

Analysis

The study reveals that social media has a profound impact among the teenagers making it an effective tool for enhancing the education among the school students. The survey conducted highlights the benefits of integrating social media into learning. 83% of students reported improved engagement. followed by better understanding of subject matter with 73%, 67% demonstrated notable improvement in collaborative skills and technical skills with 80% These findings underscore the potential of social media as a dynamic educational tool.

Conclusion

Social media an online platform, plays a pivotal role in sharing news, building social networks, and in enhancing learners learning experience. Utilizing apps like google classroom, quora, coursera, pinterest, youtube as an educational tool promotes rapid knowledge exchange and it benefits the learners, teachers, and parents. Schools can invest in digital infrastructure to support social media integration for better teaching and learning.

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Navigating the Digital Landscape:
The Impact of Social Media on Digital Literacy and Professional Identity

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Abstract

Social media has transformed how individuals interrelate, learn, and shape their professional identities today. This research paper looks at how social media have an impact on digital literacy, our ability to treasure, assess, and use online information and professional identity, which is how we see ourselves and how others see us at work. Platforms like LinkedIn, Twitter, and Instagram help us advance our digital skills and create professional identities. While engaging with various content, users develop important skills for today's job market. However, presenting a professional identity online can also lead to issues like misrepresentation and the pressure to fit in. This paper stresses the need for individuals to develop technical skills and a clear understanding of their online presence. In the end, it calls for a balanced approach to social media, highlighting the prominence of both digital literacy and authentic professional identities to excellently traverse the digital world.

Keywords: Social Media, Digital Literacy, Professional Identity, Online Presence, Digital Skills

Introduction

In the present era social media has become a huge part of our day-to-day lives, influencing how we interrelate both personally and professionally. Platforms like LinkedIn, Twitter, and Instagram are not just for socializing; they are also vital for networking and personal branding. This paper explores how social media impacts digital literacy—our ability to find and use information online and professional identity, which includes how we see ourselves and how others assess us at work. The network between social media, digital literacy, and professional identity is multifaceted. As we use these platforms, we are not just overshadowing facts but also producing and curating content that characterises who we are. Understanding how these rudiments influence each other is key to navigating today's digital landscape.

The Role of Social Media in Enhancing Digital Literacy

Understanding Digital Literacy

Digital literacy comprises a variety of skills required to navigate the online world effectively. It includes technical skills, like using software and digital tools, as well as critical thinking and ethical considerations concerning how we segment and consume data. In an age filled with fabrications, being able to spot credible sources is essential. Digital literacy also means appreciating the consequences of our online activities, such as data confidentiality and the long-term effects of what we share. As social media turn out to be a principal evidence source for lots of users, they need to direct a complex content landscape that can affect their ideas and decisions. This requires a level of digital literacy that goes beyond basic tech skills.

Social Media as a Learning Tool

Social media is a stage that offers numerous ways to improve digital literacy. For example, Twitter boosts concise communication and quick fact sharing, helping consumers learn to encapsulate ideas efficiently. The character limit pushes consumers to send complex thoughts unmistakeably and engaging.

Online populations offer support networks where users can share resources and study from each other. Platforms like Reddit or specific Facebook groups permit for deliberations that make deeper understanding. A study by the Pew Research Center illustrates that many users rely on social media that helps them stay informed about contemporary events, which improves their mindfulness and critical thinking.

Critical Evaluation and Ethical Considerations

While social media can boost digital literacy, it also presents challenges. The sheer volume of available information can lead to fabrication and echo chambers, where users are exposed only to views that authorise their beliefs. It is very critical for operators to develop skills to evaluate the reliability of sources and the precision of information.

Ethical considerations, such as by what means we share private information and respect intellectual property, are also vital in evolving in-depth digital literacy. Understanding the algorithms behind social media platforms can aid users know how their communications shape their online understandings, empowering them to make educated choices about what they ingest and what they share.

Social Media and Professional Identity Formation

Constructing Professional Identity Online

The idea of professional identity has transformed significantly with the growth of social media. Individuals now carefully craft their online personas to reflect their professional selves, engaging in activities like networking and self-promotion. LinkedIn, for example, allows users to showcase their skills and achievements in a professional format.

A strong online presence can enhance career opportunities, as individuals can highlight their successes, join industry conversations, and connect with potential employers. This visibility is progressively important in a competitive job market where proprietors often investigate candidates' online profiles.

The Impact of Online Branding

Online branding through social media can momentously influence job opportunities. Research by CareerBuilder illustrates that about 70% of proprietors check applicants' social media profiles, making it crucial for job explorers to have a polished online image. This highlights the prominence of deliberate self-presentation; individuals need to carefully curate their profiles to bring into line with industry standards. Moreover, social media influences branding for authorities beyond just job seekers. Many use social media platforms to institute themselves as specialists by sharing insights and engaging in deliberations, which enhances their visibility and fosters community within their fields.

Challenges of Online Professional Identity

Despite the benefits, the pressure to maintain a perfect online image can lead to stress and inauthenticity. Many feel forced to show an idealized version of themselves, crafting a gap between their online and real-life personalities. This can lead to glitches like imposter syndrome, where individuals doubt their endeavours, and apprehension, particularly among young professionals.

The persistent comparison to others' online personas can degrade feelings of meagreness. Social media frequently presents an unrealistic view of accomplishment, making personalities question their own triumphs. It is important for consumers to cultivate resilience and self-acceptance, understanding that their value is not defined exclusively by their online presence.

The Interplay between Digital Literacy and Professional Identity

The Skills Gap

As social media develops, the skills needed for actual digital literacy and professional identity management that are changing. Many educational establishments identify this gap and are incorporating digital literacy preparation into their programs. However, there is still a noteworthy divide between those with access to these resources and those without, which can broaden existing dissimilarities in the workforce. To bridge this gap, initiatives like community workshops, online courses, and school programs engrossed on digital literacy that can play a significant role. These agendas equip persons with the necessary skills to navigate the digital domain and present their professional identities positively.

Fostering Authenticity in Professional Identity

To accomplish the complexities of online professional identity, personages must find a balance between genuineness and tactical self-presentation. This necessitates being mindful of how they interrelate with others and how they display their skills and experiences. Developing digital literacy skills authorises users to be genuine while meeting professional expectations.

Defining Personal Values

Personalities should reflect on their core ethics and what they want their professional identity to convey. Aligning their online existence with these values helps safeguard authenticity.

Sharing Personal Stories

Sharing personal narratives that include equally achievements and challenges can improve authenticity. This generates networks that resonate with others.

Engaging with Audiences: Actively relating with proficient networks allows personages to connect genuinely. Responding to comments and partaking in discussions helps in constructing relationships and shows true interest.

Embracing Vulnerability

Sharing moments of ambiguity can improve individuals, making their professional identity more significant.

Seeking Feedback

Getting feedback from peers or mentors on online attendance can provide cooperative insights. Productive criticism helps refine self-presentation while confirming genuineness.

Practicing Self-Compassion

Recognizing that perfection is not realistic can relieve some of the burden related to online self-presentation. Self-compassion sanctions individuals to accept their blemishes and view their professional uniqueness as a journey.

Creating Supportive Environments

Organizations and professional networks can help nurture lawfulness by encouraging open deliberations about identity and representation. Creating places for discussions about the encounters of online branding, and providing assets for those navigating these complexities, can significantly benefit users.

Workshops and Training

Offering workshops on digital literacy and responsible self-presentation can offer individuals with the skills essential to navigate their online uniqueness confidently.

Mentorship Programs

Relating personages with qualified professionals through mentorship programs can offer guidance in supervising authenticity in the digital space.

Celebrating Diversity

Recognizing and revelling diverse professional identities within officialdoms can create an acquiescent culture, promising personages to embrace their true selves.

Conclusion

The impression of social media on digital literateness and professional identity is noteworthy and multi-layered. As individuals involve with these platforms, they advance important skills desirable for triumph in today's workplace. However, the heaviness to uphold a professional online image can lead to experiments that require attention.

By promoting a culture of genuineness and critical engagement, societies can navigate the digital landscape more effectively, enhancing both their digital literacy and professional identities. Future research should endure to discover these dynamics, exclusively in rapidly mutable digital environments, to apprehend how new technologies and social media developments will shape professional identity formation.

In due course, embracing authenticity while mounting digital literacy skills will enrich individual's professional journeys and the wide-ranging professional community. As we move forward, let us pledge to nurturing environments where authenticity flourishes, allowing every person to shine in their unique capacities.

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From Silence to Sound:
Social Media as a Tool for Empowering Oppressed Academic Communities

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Abstract

This paper explores the transformative role of social media in amplifying the voices of oppressed academic communities, facilitating their journey from silence to sound. Traditionally marginalized due to institutional hierarchies, social media platforms offer a decentralized space for these communities to engage in dialogue, share experiences, and challenge systemic inequities. By analyzing case studies and user-generated content, this research highlights how social media not only fosters solidarity among oppressed groups but also enables the dissemination of alternative narratives that disrupt dominant academic discourses. To examine the strategies employed by these communities to leverage social media as a tool for advocacy, networking, and knowledge production. The findings underscore the potential of social media to democratize academic discourse, empower marginalized voices, and promote social justice within educational institutions. This paper argues that social media serves as a crucial catalyst for change, allowing oppressed academic communities to reclaim their agency and contribute to a more inclusive and equitable academic landscape.

Keywords: Social Media, Voices, Oppressed, Institutional Hierarchies, Alternative Narratives, Networking, Knowledge Production, Democratize, Equitable, and Academic Landscape.

Historically, academic institutions have perpetuated inequalities through structural hierarchies, gatekeeping practices, and biased narratives. Marginalized groups, including women, people of color, LGBTQ+ individuals, and those from low-income backgrounds, have often faced systemic barriers to access, participation, and recognition in scholarly discourse. These groups frequently experience a "silencing" effect, where their perspectives, contributions, and identities are overlooked or devalued.

The advent of social media platforms (e.g., Twitter, Facebook, Instagram) has revolutionized communication by providing accessible and democratized spaces for dialogue. These platforms allow individuals to share their experiences, mobilize communities, and challenge dominant narratives without the need for traditional gatekeepers. Social media enables oppressed academic communities to articulate their struggles, share knowledge, and build networks of solidarity. "Social media platforms serve as crucial tools for academics to engage in knowledge dissemination, networking, and collaboration" (Ahn 739). This can lead to a collective reimagining of academic spaces, where diverse voices contribute to a richer understanding of knowledge. Initiatives like #BlackAndSTEM, #ScholarStrike, and #AcademicTwitter exemplify how social media can facilitate grassroots movements and advocacy efforts that seek to address systemic injustices in academia.

Scholars and activists increasingly use social media to research, disseminate findings, and engage with

wider audiences. Integrating social media into academic practice fosters a culture of open dialogue and collaborative inquiry. Digital tools can amplify marginalized voices, making their knowledge and experiences visible in academic discussions. Despite its potential, the use of social media is not without challenges. Issues such as the digital divide, online harassment, and the spread of misinformation can hinder effective communication and engagement. Additionally, the ephemeral nature of social media discourse may lead to fleeting attention on critical issues, posing risks for sustained advocacy efforts. “Despite the benefits, the proliferation of misinformation on social media poses significant challenges for effective science communication” (Alexander 253).

Oppressed academic communities often face a multitude of challenges that hinder their intellectual growth and participation in scholarly discourse. These issues include systemic marginalization, lack of access to resources, and underrepresentation in academic institutions, which collectively contribute to an environment where their voices remain unheard. The silencing of diverse perspectives perpetuates a cycle of exclusion, limiting opportunities for collaboration and mentorship. “Social media allows for the formation of coalitions across disciplines and geographical boundaries, enhancing the collective impact of activist efforts” (Brown 1218). Social media emerges as a powerful tool to address these challenges by providing a platform for these communities to share their experiences, engage in dialogue, and advocate for change. By amplifying their voices and fostering connections, social media can facilitate a collective empowerment process, allowing oppressed academic communities to reclaim their narratives and influence the broader academic landscape.

The primary aim of this research is to explore the role of social media as a transformative tool for empowering oppressed academic communities by facilitating dialogue, fostering collaboration, and amplifying marginalized voices within the scholarly landscape. “The rise of social media in academic contexts calls for the establishment of clear guidelines to help academics navigate the complexities of online interactions” (Coates 1725). Additionally, the research seeks to identify the specific challenges faced by these communities, including systemic barriers and underrepresentation, while examining how social media platforms can help mitigate these issues. Through qualitative analysis, the study will investigate how social media initiatives can enhance visibility, promote equitable access to resources, and create supportive networks for marginalized scholars. The main objective of the research is to advance our knowledge of how digital spaces can act as agents of social change and academic inclusion, giving marginalized academic communities a voice again and a chance to be acknowledged in the larger academic discourse.

This study holds significant importance for both academic communities and broader social contexts as it addresses critical issues of equity, representation, and inclusivity in scholarly environments. By examining the empowering potential of social media for oppressed academic communities, the research underscores the necessity of fostering diverse voices that contribute to richer, more comprehensive academic discourse. The findings can inform institutional policies and practices aimed at enhancing access and support for marginalized scholars, promoting a more equitable academic landscape. This exploration within the larger context of social

justice and community engagement, the study highlights the interconnectedness of academia and society, advocating for the recognition of diverse perspectives as essential for tackling contemporary global challenges. Ultimately, this research contributes to a broader understanding of how inclusive academic practices can enhance knowledge production and drive social transformation, benefiting both academic institutions and the communities they serve.

This research argues that social media serves as a vital tool for empowering oppressed academic communities by providing a platform for marginalized voices to share their experiences, collaborate, and advocate for systemic change within academic institutions. By addressing the challenges of systemic marginalization, lack of representation, and limited access to resources, the study posits that social media can effectively facilitate dialogue and foster supportive networks, enabling these communities to reclaim their narratives and assert their presence in scholarly discourse. The analysis will illustrate how digital engagement can contribute to greater inclusivity and equity in academia, driving meaningful social transformation.

Existing literature on social media in academia highlights its transformative potential in enhancing communication, collaboration, and knowledge dissemination among scholars. Researchers have explored how platforms like Twitter, Facebook, and academic forums facilitate networking, promote research visibility, and democratize access to information, thereby fostering an inclusive academic culture. In contrast, the literature addressing oppressed academic communities reveals systemic barriers faced by marginalized groups, such as racial and ethnic minorities, women, and LGBTQ+ individuals, who often encounter challenges related to representation, mentorship, and resource access. Studies focused on empowerment through social media suggest that digital platforms can serve as catalysts for activism and advocacy, enabling marginalized voices to challenge dominant narratives and assert their agency. Theories of empowerment emphasize the importance of collective action and community building, demonstrating how social media can facilitate these processes and support oppressed academic communities in their pursuit of equity and inclusion within the scholarly landscape.

This research will employ a mixed-methods approach, integrating both qualitative and quantitative methodologies to provide a comprehensive understanding of the role of social media in empowering oppressed academic communities. The qualitative component will involve in-depth interviews and focus group discussions with marginalized scholars to gather rich, nuanced insights into their experiences and perceptions of social media as a tool for advocacy and connection. The thematic analysis will be utilized to identify patterns and themes within the qualitative data. The quantitative aspect will involve surveys distributed to a broader audience of academic professionals to assess their engagement with social media and its perceived impact on visibility and representation. In oppressed academic communities, social media represents a vital avenue for empowerment, providing a space where marginalized voices can assert their presence, engage in dialogue, and advocate for systemic change. As these communities navigate the challenges of underrepresentation and limited access to resources, social media offers a mechanism for reclaiming agency

and fostering solidarity, thus contributing to their broader academic and social aspirations. “While social media can empower marginalized voices, it can also be weaponized as a tool of oppression, enabling surveillance and the suppression of dissent” (Manca 458).

Oppressed academic communities encounter numerous systemic barriers that hinder their ability to thrive within traditional academic frameworks. These barriers include racial and ethnic discrimination, gender biases, and a lack of support for diverse identities in higher education. “Through social media platforms, marginalized scholars can create supportive communities that counteract feelings of isolation often experienced in traditional academic environments” (Veen 614). The underrepresentation of these groups in faculty positions, research funding, and leadership roles contributes to a culture of exclusion, limiting their influence on scholarly discourse. In this context, social media serves as a powerful counter-narrative, allowing marginalized academics to articulate their experiences, share resources, and build supportive networks that transcend institutional constraints. By amplifying their voices in digital spaces, these communities can challenge prevailing narratives and advocate for greater inclusivity within academia.

The use of social media among oppressed academic communities facilitates the creation of virtual spaces where individuals can find support, share knowledge, and foster a sense of belonging. Through the establishment of online groups and forums, scholars can engage in discussions relevant to their experiences and collectively address the challenges they face. For example, hashtags like #BlackAndSTEM and #WomenInAcademia have become platforms for sharing resources, mentoring opportunities, and personal narratives, contributing to a culture of empowerment and collaboration. Social media allows for the dissemination of research findings and scholarly work, enabling marginalized voices to gain visibility and recognition that might otherwise be overlooked in traditional academic settings. This sense of community not only provides emotional support but also promotes professional development and collective action. “Digital media, including social media, provide a powerful platform for marginalized voices to be heard and to mobilize against oppression, fostering a sense of community and shared identity” (Hayles 114).

The potential of social media as a tool for empowering oppressed academic communities remains significant. As digital engagement continues to evolve, there is an opportunity for these communities to harness social media for advocacy, policy change, and broader social impact. Institutions can play a crucial role by acknowledging the importance of digital platforms and incorporating social media strategies into their diversity and inclusion efforts. By supporting initiatives that encourage the use of social media for academic discourse and community building, higher education institutions can help dismantle systemic barriers and foster an environment where all scholars can thrive. The sustained engagement of oppressed academic communities in social media can catalyze meaningful change, transforming not only their academic journeys but also the landscape of academia as a whole. “The collective power of social media enables oppressed communities to challenge dominant narratives and create counter-narratives that reflect their experiences and struggles” (Ahmed 278).

Data analysis for this study employed a thematic analysis approach, allowing for an in-depth exploration of participants' narratives regarding their experiences with social media as a tool for empowerment. Initially, audio recordings from interviews and focus groups were transcribed verbatim to create a comprehensive dataset. The analysis process began with familiarization, where transcripts were read multiple times to identify initial ideas and recurring patterns. Initial codes were generated by highlighting significant phrases and concepts related to the research questions. These codes were then organized into broader themes, reflecting the core aspects of participants' experiences. To ensure the validity and reliability of the findings, the thematic analysis involved iterative discussions among the research team, enabling a collaborative approach to refine themes and draw meaningful insights from the data. This method not only captured the richness of participants' voices but also facilitated a nuanced understanding of the intersection between social media and empowerment for oppressed academic communities.

One of the key themes identified through data analysis is the critical role of visibility and representation in empowering oppressed academic communities. Participants emphasized that social media platforms provide a unique opportunity to showcase their research, accomplishments, and lived experiences, thereby challenging the prevailing narratives that often marginalize their contributions. Many scholars reported feeling more visible in the academic landscape as they shared their work through social media, which facilitated greater recognition and engagement from peers and institutions. This newfound visibility not only enhances individual self-advocacy but also fosters a collective identity among marginalized scholars, allowing them to assert their presence and redefine the academic discourse surrounding their fields of study.

Another prominent theme that emerged from the analysis is the significance of community and support networks facilitated by social media. Participants highlighted the value of connecting with like-minded individuals, sharing resources, and engaging in collaborative projects online. These virtual communities often serve as safe spaces for marginalized scholars to discuss challenges, seek advice, and find mentorship, countering the feelings of isolation that can arise in traditional academic settings. The sense of belonging fostered through social media networks not only provides emotional support but also enhances professional development opportunities, empowering individuals to navigate their academic journeys with greater confidence and resilience. Overall, the themes of visibility and community underscore the transformative potential of social media in promoting empowerment and inclusivity within oppressed academic communities.

The significant role that social media plays in empowering oppressed academic communities directly addresses the research question concerning how digital platforms facilitate visibility, community, and advocacy among marginalized scholars. The emergence of themes such as visibility and representation underscores the need for these communities to assert their presence in academic discourse, highlighting that social media serves not merely as a communication tool but as a mechanism for redefining identities and narratives within academia. The increased visibility reported by participants indicates that social media can challenge traditional power structures that often silence marginalized voices, thereby fostering a more

inclusive academic environment.

Therefore, social media has emerged as a vital instrument for empowering oppressed academic communities by facilitating visibility, fostering connections, and enabling advocacy. As marginalized scholars navigate systemic barriers and strive for representation in academia, digital platforms provide essential spaces for sharing experiences, building supportive networks, and amplifying their voices. The findings of this study highlight the transformative potential of social media in challenging traditional power dynamics and promoting inclusivity within the scholarly landscape. By harnessing the power of these platforms, academic communities can collectively reclaim their narratives, drive meaningful change, and contribute to a richer, more equitable academic discourse that reflects the diverse perspectives and experiences of all scholars. Future research should explore the long-term impacts of social media engagement on career advancement among marginalized scholars, investigate specific strategies that academic institutions can adopt to support these communities in digital spaces, and examine the intersectionality of identities within social media activism to better understand diverse experiences in academia.

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Advanced Tools for Teaching and Learning English: A Paradigm Shift

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Abstract

Advancements in technology have dramatically reformed the educational landscape in the recent years. Such form of fluctuation has been distinctly meaningful in the areas of language teaching, by providing ingenious methods for elevating both the teaching and learning experience. In English language education, advanced technologies can maintain a pronounced accessibility and interactivity through personalized learning path and enable every student to engage with the language in positive way. It is important for teachers to adapt the digital revolution and access the role of advanced tools in the language learning and utilizing them to meet the needs of learners. This paper aims to analyse the prominent advanced tools applicable for English learning and teaching, and evaluate the challenges of consolidating these technologies in the classroom. The study also enclosed the areas of language learning apps, Artificial Intelligence (AI), online collaborated platforms and Virtual Reality (VR), related tool for language immersion.

Keywords: Technology, Artificial Intelligence, Virtual Reality, Google Classroom, Learning Applications

Introduction

The integration of technology in the field of education is not a new phenomenon, but the advanced growth of technological tools designed for language learning. These tools propose innovative approach for students to undertake the language beyond the traditional way of setting. Thorne and Payne stated language learning as, "technology-mediated tools provide authentic, immersive, and student-centered opportunities for language learning that surpass many traditional methods" (32). Interactive grammar exercises, machine learning, VR, AI are the simple digital sources available for the teaching and learning English. These technologies afford flexibility and mobilize the learning process by anywhere and anytime. Furthermore, the digital setting encourages students' engagement by providing prompt feedback that is essential for language acquisition.

Language Learning Applications

Language learning applications are the most accessible forms of technology for English language learners. These applications are designed for students to obtain proficiency in grammar, vocabulary, pronunciation and communication skills. Applications like Memrise, Babbel, Duolingo have more access among students due to their convenient interfaces and general content.

One of the most accessible applications for learning language is Duolingo. It handled the language learners through gamification, by providing fun exercises and competitive tasks. This application integrated with the features of streaks, points, different levels, promotes learning as a habitual process. According to Loewen et al., "Duolingo's gamified learning environment has been shown to encourage consistency in

language practice, which is crucial for language retention" (Loewen et al. 125). One of the leading recognitions of Duolingo is that, it is equipped with immediate feedback. It helps the learners to correct their mistakes instantly, and analyse their errors and helps improve of their own. Moreover, this application provides practice in all four skills of language to comprehensively approach the language learning faster.

Unlike Duolingo, Babbel provides a more organized way for learning a language. The lessons are tailored by the language experts and focusses on the day – to day conversation, exclusively made for those learners, who want to improve their speaking skills. Babbel maintains a contextual way of learning by ensuring that students may emerge not only be masters in vocabulary but also equip their everyday conversations. Ellis noted that, "Contextual learning is critical for developing communicative competence, and tools like Babbel focus on practical language use in context" (47).

Memrise is another application, which has a slightly different approach by hypnotic learning through recorded videos of native language experts. This unveiling process allows learners to understand the shades of spoken English, along with intonations, accents and colloquial expressions. Memrise has been proven as an effective approach in language acquisition by providing spaced repetition algorithms to enhance the vocabulary retention. Nation noted that, "Spaced repetition is an essential strategy for learning vocabulary efficiently and retaining it over time" (103).

In language learning, collaborating with online platform is essential to facilitate by authorizing learners to connect with their teachers, peer and native speakers around the world. During the Covid-19 pandemic, learners are forced to a global shift to remote learning through platforms like Google classroom, Zoom and Microsoft Teams that have made the online education possible for students to continue their learning no matter where they are.

Google classroom is an excellent platform for teachers to manage teaching resources, assign tasks and get timely feedback. It stands as a flexible tool for teachers to handle everything from grammar to essay writing. This platform is also linked with Google docs and provide students work review and timely feedback. Reinders stated that, "Digital platforms like Google Classroom provide the organizational framework for asynchronous learning, giving students the flexibility to work at their own pace while still receiving regular feedback" (64). The adaptability of this app is especially valuable for the language learners, who may need extra rime to process and understanding.

Zoom and Microsoft Teams have emerged as a vital tool for online language classes, mainly for the language learners. These platforms ensure the real time experience among the educators and learners that is important for developing speaking and listening skills. These applications provide a break out rooms for small group discussions, for improving their conversation in English with others. It also provides various options to teachers like, screen sharing while teaching, videos, audio files etc. As Warschauer points out, "Synchronous communication tools like Zoom create opportunities for students to engage in real-time language practice, simulating face-to-face interactions in a virtual space" (92).

AI in Language Learning

Artificial Intelligence (AI) comprises language learning by personalized learning approach. It has the potential to revolutionize the language education with the AI driven tools such as chatbots and speech recognition software. AI chatbots are outlined to pretend human conversation and gives a real time experience to the learners in the way of practicing their English. Through this chatbots, learners can personally engage in dialogues, ask question and provide feedback, it improves their conversational skills without the presence of human tutor. Such kind of AI powered language learning app is Mondly, that carries chatbot functionality. As Schwienhorst stated that, "AI-driven chatbots provide learners with a low-pressure environment for language practice, allowing them to experiment with the language without fear of judgment" (58). This form of language learning is essential for the learners, who have psychological barricades while speaking in front of others.

Speech recognition software like Google's speech-to-text feature or application like ELSA Speak, uphold learners to enhance their pronunciation. These tools provide instant feedback on pronunciation and accuracy in users spoken language. Derwing and Munro stated that, "Pronunciation is often overlooked in language instruction, but tools like speech recognition software can provide targeted feedback to help learners develop more accurate speech patterns" (81). Through the speech recognition method, students get obvious assess in fluency and comprehension. Learners can effortlessly handle their pronunciation in real time by engaged in pronunciation exercises and immediate corrections can heading towards faster progress in learning.

Language Immersion using Virtual Reality (VR)

Another most exciting advancements in language education is Virtual Reality (VR). It set up a pleasant atmosphere that assume real-life situation and learners get practice with closely resembled contexts in everyday life. VR tools like Mondly VR and Immerse Me, permit students to create their own practices in virtual environment, where they can communicate with avatars and engage in conversations with the native speakers. These tools can replicate the authenticity in language, apart from the textbooks and traditional classroom settings cannot. As Kaplan and Haenlein stated, "Immersive technologies like VR provide learners with experiential learning opportunities, enhancing both linguistic and cultural understanding" (112). VR is an immersive practice which promote students speaking and listening skills in a realistic manner.

Traditional classrooms often lack the resources to enhance students with real-life English practice. VR connect this gap by creating friendly environments where students can experience English-speaking cultures and practice conversational skills in a variety of circumstances. Bailenson states that, "Virtual environments can offer a level of engagement and realism that is difficult to achieve through traditional methods of instruction" (146).

English language learners have numerous benefits with the advance tools and present several challenges too. One of the important barricades is the digital divide – not all students are capable of access the tools and they might find difficult in taking the resources effectively.

Teacher training is another important challenge in the language learning process. Teachers should be equipped

with the tools and they should understand how to handle their lessons effectively. It is necessary to provide professional development program to teachers, develop the skills to handle advance technologies in their teaching practices. While technology can promote language learning, it is significant not to over rely on digital tools at the expense of traditional teaching method. The important components of language education are face-to-face interactions, reading and writing exercises. For the effective language teaching, teacher should maintain a balanced approach that combines both digital tools and traditional methods.

Conclusion

Advanced tools for teaching and learning English brings various advantages like promoting students' engagements and motivate them by offering personalized learning experiences. Language learning applications like AI -driven tools, online platforms, VR based apps completely changed the learning atmosphere and practice what the learners wish to learn. However, the successful integration of these tools upholds proper teacher training and require careful planning. Technology is developing with more and more refined tools and it find ways to incorporate them with the best possible learning experiences.

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Ethical Issues in the Form of Online Harassment and Social Media Addiction in the Bridging of Social Media and Academics

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Abstract

Life in the current scenario is never the same as it was a decade ago. There has been a rapid metamorphosis in different fields around us with the swift development of technology and its influence has touched upon the field of academics as well. The present academic setting is no longer the same as different methods and tools are integrated with it to pave way for a much refined and renewed learning experience, especially in the form of various social media platforms. While these platforms have brought a ray of sunshine into our academic lives, it is important to look out for the ethical issues that come as a part of bridging social media and academics. The paper explores the ethical issues such as online harassment and social media addiction that have been prevalent in the lives of academicians and students for a very long time and how they have influenced the academic and mental well-being of the individuals whilst trying to navigate their professional lives.

Keywords: Social Media, Academics, Ethical Issues, Online Harassment, Social Media Addiction.

Introduction

Social media is no longer an advantage but a necessity for those in the education segment (Li Fowler, Jenny). We live in a world where social media has started playing an inevitable role in our everyday activities, from entertainment to education. There has been a new revolution in the field of education especially with the integration of social media paving the way for an advanced world of knowledge enhancement. Today, teaching and learning have become more refined and elevated as the availability of diverse social media platforms ignites a spark in the minds of students and teachers to think beyond their horizons, learning new content from different parts of the world in an astute way.

But just like a coin has two sides to it, amalgamating social media and academics has its impediments, especially its impact on students and teachers, despite its advantages in the academic field, raising certain ethical concerns. Social media in academics is undoubtedly a boon but its constant presence has led to many ethical issues among which online-harassment and social media addiction top the list. Since the students spend a considerable duration on social media for academics, they are addicted to it and rely on it for the most trivial aspects and another major part of students encounter online harassment as a part of their social media usage.

The Magnetic Power of Social Media

Today, the presence of various social media platforms has made academic tasks smooth sailing reducing the complexities and various other difficulties associated with it that students and academicians of

the past generations faced profusely as a result of the absence of advanced technology. Contrary to it, the academicians of the current scenario can access information in a jiffy, thanks to the availability of various platforms such as Facebook, Instagram, LinkedIn, YouTube and various AI platforms as well, where knowledge enhancement takes place effortlessly to a certain extent. The need to spend hours in the library, the constant search for the right books that have the appropriate content, the endless discussions over a topic, and the efforts taken to form and develop new content without the help of any additional sources are all imaginary today as the above-mentioned platforms make the job simplified by producing refined and precise content in our desired way making the students rely on them on a greater extent, as getting the job done in the shortest period seems to be the ultimate intention. Our attention spans have been reduced by the immediate gratification provided by smartphones and social media (Ryan, Katherine).

With the abundant influence of Artificial intelligence in platforms like Instagram (MetaAI), students constantly visit these platforms from doing their assignments to doing their research in a multilayered way. Rather than believing in their intellectual abilities, students put their trust in these platforms for their academic progression and enhancement and fail to realise that social media platforms are for knowledge development by gaining adequate information and not for finishing academic tasks in the quickest way possible, wherein this excessive reliance turns into an addiction. Students find it time-saving and pleasurable and can be narrowed it down to certain instances such as checking out the summary of a literary work online rather than making efforts to access the primary source , read it to get the actual essence of the text, instead the real essence of learning and understanding are lost.

This addiction needs to be taken into high seriousness as it can also result in mental health concerns such as anxiety and depression as they get distracted from their academic settings and are not able to use their cognitive abilities after depending on these platforms abundantly. It can also lead to decreased self-esteem and self-worth as they start believing that they can’t survive the academic world and the ensuing competition without the help of social media and the content that it offers. Thus, it is highly predominant to take these concerns seriously before they get out of hands and become uncontrollable. The most basic thing that can be done is to limit the usage and see these tools only as a helping hand and not as a sole provider of content and information.

The Recurring Online Harassments

Online harassment has now become a profound ethical concern in social media and academics impacting the students, teachers and the broader academic community. With the increased abundant usage of social media, students fall prey to various harassments online disintegrating their self-respect, beliefs and above all their mental health is disrupted leading to a series of traumatic experiences questioning their capabilities and efficiency. Some of the common means of online harassment are:

- Cyberbullying
- Trolling

- Doxing (a form of cyberbullying wherein personal information is shared without consent)
- Harassment by mail etc.

When such issues continue to exist in the domain of social media, it reduces academic liberty and open discourse among academicians across the globe. Since most of them share their academic content online, it is easy for a considerable group of people to attack the user deliberately criticizing their content and undermining their knowledge on the subject paving way for a hostile academic environment. Constructive criticisms that shape the content provider and learner are now replaced with destructive and deliberate criticisms that can demolish the academic integrity that is to be maintained in such platforms. These normally occur as a result of preconceived notions, prejudices and misinterpretations in general. Providing personal information online provides another form of risk, whereby the information is manipulated and used inappropriately ultimately resulting in the fading away of privacy and human dignity. The users are stalked and threatened using emails or other forms of communication in demand of something else by blocking their access to academic channels. A great example would be the hacking of various academic platforms such as YouTube channels that provide academic content.

Public humiliation using abusive language specifically in the comment sections on Instagram, YouTube, and Facebook can take a toll on the mental health of the users leading to isolation and finding it difficult to come to terms with the harsh realities of the social world. The research of various researchers and its related aspects are also misused for personal gains, where the months of effort and hard work go down the drain compromising research integrity and validity. Some of the common academic and professional impacts that these attacks can have on individuals are:

- Developing a pessimistic attitude towards online content.
- Missing out on opportunities and networking.
- Less interest in productive activities.
- Isolation and Alienation.
- Loss of trust in online sources.
- Fear and Trauma.

These issues can be brought under control by various strategies that can help people navigate their academic prospects safely and harmlessly by not getting stuck in the web of online abuse and harassment. The most important and foremost thing that is to be done is to provide awareness of the effects and negativity caused due to these activities. Only by creating awareness in the academic realm and society, people get to know the realities of various aspects that they believe are enriching their lives and can stay cautious by not being a victim of such threats. The Government of India has also launched various initiatives such as the Indian Cyber Crime Coordination Centre, National Cyber Crime Reporting Portal etc. to protect the privacy and integrity of social media users against hackers and online abusers. The other strategies include minimalizing the usage of social media platforms, refraining from providing unnecessary information that could disrupt an

individual's privacy, monitoring online platforms, blocking spam and online attackers, and creating a strong password for academic channels and pages. Last but not least, to report these crimes for immediate action that can benefit others in staying safe and for a healthy learning environment online.

Conclusion

Integrating social media into academics has undoubtedly created a multifaceted learning environment for students and teachers alike. As we find ourselves captivated with the wonders of the growing elements of social media, it is also of utmost importance to remind ourselves about the dangers that lurk in the shadows disguising as a threat to our mental, professional and individual development if not handled properly. While social media aids in adding new layers to our academic growth, let us be mindful of our activities and create a safer space that would promote professional and personal integrity by enhancing our knowledge and academic inquisitiveness.

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The Effectiveness of Social Media-Based Language Learning Apps in Enhancing Speaking Skills for Tertiary Students

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Abstract

This paper investigates the effectiveness of social media-based language learning apps in enhancing speaking skills among tertiary level students. The research aims to determine whether these apps, designed to provide interactive and immersive language learning experiences, can significantly improve students' pronunciation, fluency, and overall oral communication abilities. Through a mixed-methods approach, including surveys, interviews, and language proficiency assessments, the study will analyze the impact of these apps on students' language learning motivation, confidence, and speaking performance. The findings will contribute to a better understanding of the potential benefits and limitations of social media-based language learning apps and inform pedagogical practices in tertiary education.

Keywords: Social Media, Language Learning Apps, Tertiary Students, Speaking Skills Effectiveness

Introduction

In the age of digitalization, the landscape of language learning has undergone a transformative shift. The proliferation of smartphones and tablets has paved the way for a new generation of language learning tools, among which social media-based language learning apps have emerged as prominent players. These apps, often designed with engaging and interactive features, offer a unique approach to acquiring foreign languages, particularly for tertiary level students who seek to enhance their speaking skills.

The appeal of social media-based language learning apps lies in their ability to create immersive and personalized learning experiences. Unlike traditional language courses, these apps often incorporate elements of gamification, such as points, badges, and leaderboards, to motivate learners and foster a sense of achievement. Additionally, many apps offer opportunities for social interaction, allowing students to connect with native speakers and other learners from around the world. This exposure to diverse accents and perspectives can significantly improve pronunciation and fluency.

This research aims to investigate the effectiveness of social media-based language learning apps in enhancing speaking skills among tertiary level students. By examining factors such as app design, content quality, and learner engagement, the study seeks to provide insights into the potential benefits and drawbacks of these tools. The findings of this research may contribute to the development of more effective language learning strategies and inform pedagogical practices in higher education.

The Evolving Landscape of Language Learning and the Role of Social Media

The advent of social media has revolutionized various aspects of human interaction, including education. One area that has been significantly impacted is language learning. Once confined to traditional classrooms and textbooks, language acquisition has now expanded to include a wide range of digital tools, with social media platforms playing a particularly prominent role.

Social media platforms offer a unique and engaging environment for language learners. They provide opportunities for authentic language practice, exposure to native speakers, and the ability to connect with like-minded individuals from around the world. Through social media, learners can participate in online discussions, join language exchange groups, and even watch native speakers interact in real-time. This immersive experience can greatly enhance language acquisition and fluency.

According to a study by the British Council, "Social media has the potential to revolutionize language learning by providing learners with authentic language practice and opportunities for cultural exchange" (British Council, 2021). Additionally, a report by the Pew Research Center found that "a significant majority of language learners use social media to practice their skills and connect with native speakers" (Pew Research Center, 2019).

One of the key advantages of social media-based language learning is its accessibility and flexibility. Learners can access language resources and engage in practice activities at their own pace and convenience, whether they are commuting, waiting in line, or simply relaxing at home. This flexibility makes it easier for individuals with busy schedules to incorporate language learning into their daily lives.

However, it is important to note that social media-based language learning is not a substitute for traditional instruction. While these platforms can provide valuable supplementary resources, they may not offer the same level of structure and guidance as a classroom setting. Additionally, the quality of language instruction and the accuracy of information shared on social media can vary widely. Therefore, it is essential for learners to use these platforms judiciously and to supplement their learning with other resources.

Leveraging Social Media for Language Acquisition: Theoretical Perspectives

The emergence of social media platforms has presented new opportunities for language learning. To understand how these platforms can effectively facilitate language acquisition, it is essential to examine relevant theoretical perspectives.

Vygotsky's sociocultural theory provides a valuable framework for understanding the role of social interaction in language development. According to this theory, language is a social tool that is acquired through interaction with others. Social media platforms offer numerous opportunities for learners to engage in meaningful conversations and interactions with native speakers, fostering language acquisition through collaboration and shared experiences. The communicative approach to language teaching emphasizes the importance of language as a tool for communication. Social media platforms can provide authentic communicative contexts where learners can practice using language in real-world situations. By engaging in conversations, sharing information, and expressing opinions on social media, learners can develop their

communicative competence and fluency.

According to Widdowson (1978), "Language is not merely a system of rules, but a means of communication." Social media platforms offer learners the opportunity to use language for real-world purposes, such as expressing opinions, sharing information, and building relationships.

Additionally, the concept of the zone of proximal development (ZPD) proposed by Vygotsky suggests that learners can achieve more with guidance and support than they can alone. Social media platforms can provide a supportive environment where learners can interact with more advanced language users, receiving feedback and guidance to help them progress in their language learning journey.

As Vygotsky stated, "The zone of proximal development is the distance between the actual developmental level of a child as determined by independent problem-solving tasks, and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978). Social media platforms can provide opportunities for learners to collaborate with more advanced language users, extending their learning beyond their current capabilities.

Learner Perspectives and the Impact of Social Media-Based Language Learning

Social media-based language learning apps have gained significant popularity among learners of all ages. To better understand the impact of these apps on language acquisition, it is essential to delve into the perspectives of the learners themselves. Many learners appreciate the convenience and flexibility offered by social media-based language learning apps. These apps can be accessed anytime and anywhere, allowing learners to fit language practice into their busy schedules. Additionally, the interactive nature of these apps can make language learning more engaging and enjoyable.

One of the key benefits highlighted by learners is the opportunity to connect with native speakers and other language learners from around the world. This exposure to diverse accents and perspectives can significantly improve pronunciation and fluency. Furthermore, interacting with native speakers can provide learners with authentic language practice and build confidence in their communication abilities.

Future Directions: The Potential of Social Media in Language Education

The rapid evolution of social media platforms presents exciting opportunities for language education. While current research has explored the potential of these platforms, there are still many areas that warrant further investigation. One promising direction is the integration of artificial intelligence (AI) into social media-based language learning apps. AI-powered features such as personalized learning paths, real-time feedback, and speech recognition can enhance the learning experience and cater to the individual needs of learners. Additionally, AI can help to address the challenges of language assessment, providing more accurate and efficient methods for evaluating language proficiency.

Another area for future research is the long-term impact of social media-based language learning on learners' overall language proficiency. While studies have shown the short-term benefits of these platforms, it is essential to investigate their long-term effects on factors such as language fluency, cultural understanding,

and career prospects. Furthermore, exploring the role of social media in fostering intercultural communication and global citizenship is a valuable area of inquiry. By connecting learners with people from diverse backgrounds, social media can promote understanding, empathy, and tolerance.

Conclusion

The research presented in this study aimed to investigate the effectiveness of social media-based language learning apps in enhancing speaking skills among tertiary level students. Through a comprehensive analysis of existing literature, survey data, and interviews with students, several key findings emerged.

Firstly, social media-based language learning apps can provide a valuable supplement to traditional language instruction. These apps offer a convenient and engaging platform for learners to practice speaking, interact with native speakers, and receive immediate feedback. The interactive nature of these apps can also enhance motivation and make language learning more enjoyable.

Secondly, the effectiveness of social media-based language learning apps can vary depending on factors such as app design, content quality, and learner engagement. Apps that offer authentic language practice, personalized learning paths, and opportunities for social interaction are more likely to be effective in improving speaking skills. Additionally, learners need to be motivated and committed to using these apps regularly to see significant benefits.

Thirdly, while social media-based language learning apps can be a valuable tool, they should not be viewed as a complete substitute for traditional language instruction. Face-to-face interaction with teachers and other learners is essential for developing language proficiency and cultural understanding. Therefore, it is important to combine the use of social media-based apps with traditional language courses to achieve optimal results.

In conclusion, social media-based language learning apps have the potential to enhance speaking skills among tertiary level students. However, their effectiveness depends on various factors, including app design, learner engagement, and the integration with traditional language instruction. By carefully selecting and utilizing these apps, educators and learners can create a more engaging and effective language learning experience.

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English Language Development through YouTube Channels

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Abstract

Education has developed through ages. The methodology in implanting the lessons has also undergone changes. Social media plays a vital role in the lives of the students. They are addicted to social media, which is evident from the current scenario. The COVID 19 era has created such an impact in the minds of learners that anything can be learned from anywhere in the world. It has also substituted the traditional classroom method. Social media platforms such as Twitter, Instagram, YouTube, Facebook and so on has emerged as promising platforms for students in education. This paper focuses on how YouTube helps the learners in improving their English language skills. It also explores the areas through which English as a language can be improved for better communication.

Keywords: YouTube, social media, education, learners, English Language Teaching

Introduction

Social media is among the greatest advancements that technology has provided. The benefits that people enjoy from social media are tremendous. Despite the disadvantages, it serves as a blessing in certain cases. During the COVID 19 circuit break, social media started to bloom as a savior. It was only due to technological advancements that children were able to continue their education during the lockdown without any disruption. Social media platforms such as Whatsapp, Twitter, Instagram, Telegram, YouTube and Zoom are widely accepted by the educational institutions for their academic purposes. YouTube is one such platform that provides the learners with visual treat in learning new concepts and contents. There are channels that are dedicated only to English language learning, such as “TED”, “Firstpost”, “The Tonight Show starring Jimmy Fallon” and “Shivangi Gupta.”

Review of Literature

A. Bastos [2009] in “Youtube for Learning English as a Foreign Language: Critical Thinking, Communicative Skills” deals with YouTube videos that come up as an effective method for learning English language. The paper describes the key aspects of using YouTube videos in language classrooms. Theories supporting the integration of YouTube videos in curricula and specific materials used in the classroom are also covered in this research. As a result, there exists a visible transformation in the students’ language skills.

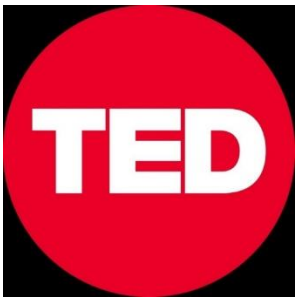
Husam M. Alawadh [2022] in “English Language Learning via YouTube: An NLP-Based Analysis of Users’ Comments” speaks about how the ICT tools especially YouTube plays a vital role in the learners’ of English as a Foreign Language. The pros and cons of traditional classroom method and teaching via YouTube

are compared and contrasted. Comments from the users are taken under consideration for the study and the methods to improve the contents in order to provide valuable contents for the learners are being discussed.

Hoang Thi Minh Anh [2023] in "The Effects of Using Youtube-Based Videos on English Speaking Performance of Grade 2 Students at Iris Primary School" throws light on how YouTube-based language videos aids in promoting speaking skills in students. The study further discloses the results of pretests and post-tests, wherein significant changes are seen. Learners with moderate speaking skills have improved due to the efficacy of YouTube videos.

Baraat Faqeabdulla [2024] in "The Influence of YouTube Videos on Learning English Language" explores the changing educational system with the incorporation of social media. It also speaks about the improving learners' speaking skills using YouTube videos as a tool. The study examines the effectiveness of YouTube contents in shaping a learner's English proficiency and also the darker side of extensive usage of social media. The paper further inspects the quality and the choice of videos that aids in the learners' language skills development.

TED



The TED Foundation owned by Chris Anderson also owns a YouTube channel under the same title. This channel was created on December 7, 2006. The TED Talks channel features the best talks on education, technology, environment and even success stories from the TED conferences. It helps spectators in improving the English language skills. TED Talks are popular worldwide for its unique approach wherein eminent personalities share their experience or knowledge about particular subject. The viewers get the essence of English tongue in every single video, thereby getting to know to different accents, bountiful words and several new phrases.

Firstpost

Firstpost is a channel that joined in YouTube on October 10, 2019. It is owned by Network18 Group. This channel focuses on facts from all over the world, viewing them through Indian lens. The channel has

recently launched a new show titled “Vantage with Palki Sharma”, an insightful show that is being aired on weekdays at 9.00 PM. This show educates the viewers about the world news in 360°. The host Palki Sharma is a renowned orator who gives detailed visions on the topic. An ample number of speakers, journalists and several other personalities come up with new topics every day including contents on education, information, news and everything that engages the audience. This channel delivers the viewers with contents only in English, resulting in learning new vocabulary and new contents every day.

Shivangi Gupta

Shivangi Gupta is a Cambridge CELTA certified English tutor, communication coach, writer, speaker and professional skills development trainer. Through the videos in YouTube, Gupta brings the learners, international English lessons to enhance English fluency. Gupta created the channel under the title “Shivangi Gupta” on April 26, 2020. Gupta has been successfully posting contents and videos to become fluent in English for four years now. This channel is a redeemer for the audience who cannot afford to such sophisticated lessons in offline mode. Gupta has been consistently posting videos on improving English language skills through easy and effective methods. The difficulties while speaking in English and the solutions to rectify the problems are also being discussed in the videos of Gupta. Every single detail starting from how to think in English to how to communicate efficiently using appropriate vocabulary is being covered in the channel.

Conclusion

Social Media is an emerging platform which provides the learners with materials at affordable cost. Anyone can have access to social media applications from any part of the world. The accessibility and cost efficiency of such applications makes it a favorable platform from learners of all economic level. This study focuses on the YouTube channels that promote English Language Teaching and it also further discusses about the effectiveness of YouTube videos over live classrooms. It can be a game-changer in scenarios like COVID-19. Teaching and learning process is made better and sound due to the inclusion of YouTube videos into the process. There is also scope for further researchers to look into the areas of pros and cons in using these videos for the learning process.

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Innovative Approaches and Emerging Trends in Social Media Use in Academic Settings

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Abstract

In the years leading up to now, social media has evolved from a simple communication instrument to a dynamic stage for academic collaboration, learning, and professional development. This paper explores the innovative approaches and emerging trends in the use of social media within academic settings. It examines how platforms such as Facebook, Twitter, LinkedIn, and YouTube are integrated into student engagement strategies and teaching methodologies. While emerging trends such as artificial intelligence, microlearning, and gamification are reshaping the educational landscape, key innovations include the practice of online platforms for virtual teaching space, global networking, and interactive discussions. Additionally, this paper highlights the ethical and practical considerations surrounding social media in academic surroundings, together with issues of privacy, academic veracity, and impartial admittance to digital possessions. By investigating current uses and projecting future directions, this paper subsidizes the ongoing dialogue on the role of social media in education, offering insights into its potential to enhance academic practices and foster inclusive, innovative learning environments.

Keywords: collaboration, emerging trends, artificial intelligence, teaching methodologies.

Social media has emerged as a transformative force in academic settings, reshaping how students, educators, and researchers engage with knowledge. Social media platforms like Facebook, Twitter, LinkedIn, and YouTube have become vital tools for enhancing learning experiences, fostering professional development, and promoting collaborative research. These platforms allow global knowledge sharing, the creation of virtual classrooms, and peer-to-peer interactions.

The Educause Center for Applied Research (ECAR), in 2012 examined pupils in tertiary teaching and declared that they are increasingly embracing the use of handheld smart technology like mobiles, tablets, and smartphones in tertiary teaching and approximately sixty-seven percent of the evaluated pupils acknowledged that social media and handheld smart technology play an essential part in career enhancement and educational performances. In *Internet and Higher Education Mobile*, Grant and Gikas state "Mobile devices and social media provide excellent educational e-learning opportunities to the students for academic collaboration, accessing in course contents and tutors despite the physical boundary". (Gikas & Grant, 2013).

In education, social media has been incorporated into various frontages of students' lives and it has altered their access to evidence and resources. Social media platforms like Twitter, Instagram, LinkedIn, and Facebook have not only predisposed social interaction but also have influenced access to educational resources. The position of social media in accessing e-resources is crucially significant due to the swift digital

revolution taking place in the educational segment. Students can access a surfeit of e-resources like e-books, videos, scholarly journals, and many more educational materials from the social media framework, enabling enhanced research and learning competencies.

Educational landscapes are being redesigned due to the contemporary drifts in social media and digital learning by nurturing more collective, modified, and accessible learning experiences. The incorporation of Artificial Integration (AI) influences modified adaptive calculations, knowledge trails, and smart content compilation on social media interfaces and it is one of the major trends in the recent scenario. To recommend pertinent educational courses and videos, platforms like LinkedIn and YouTube use algorithms. In the same way, another trend that transports short content through social media is the upsurge of micro-learning through tools like TikTok and Instagram that urges the students to effortlessly captivate information in bite-sized portions.

Social media plays a pivotal part in education by integrating gamification in education that enhances students' learning process and augments their engagement and motivation. Discussions in Facebook groups, Twitter, and Google Classroom pave the way to collaborative learning and allow students to participate in peer-to-peer learning worldwide and engage in real-time collaboration. Conventional classrooms are being transmuted into lively digital atmospheres by many professionals to facilitate learning smoothly. One such atmosphere is the Virtual classrooms introduced on platforms such as YouTube and Facebook which allow the students to take part in discussions, submit assignments, and admittance to lectures in a supple and combined space. Students are actively involved in individual or group projects or debates in conversation mediums on LinkedIn and Twitter which nurture real-time collaboration and progress their critical thinking skills and group learning. Concerted document editing, project managing, and group work are facilitated and assimilated into the curriculum with the assistance of tools like Slack and Google Classroom. For example, with the assistance of the integration of Twitter into the curriculum, many learners will be able to interact with business specialists augment their knowledge experience, and expand their professional links.

Similarly, the role of Artificial Intelligence (AI) personalizes the scholastic experience on social media forums. Learning habits, user behaviour, and preferences are analysed by AI-driven algorithms and propose pertinent learning content to personal needs. Students obtain resources that line up with their precise academic interests from forums like YouTube which utilizes AI to suggest videos. This allows the students to be involved in the learning process reliably and comfortably.

Similarly, educational content creators, on the platforms like Instagram and TikTok use the method of micro-learning by promoting the short-form method to describe complex concepts in a few minutes. This micro-learning method is a revolutionary method and engaging for the students which makes the learning process flexible and allows students to learn easily. Moreover, micro-learning method complements conventional educational methods and helps students to quickly revisit the short lessons. In fields like architecture, medicine, and history, Virtual and augmented reality (VR/AR) plays a pivotal role in integrating

knowledge practices. The 360-degree videos and virtual content incorporated by YouTube and Facebook are of great support to these fields as they are engaged with visual processes.

An extensive amount of ethical issues are also raised since social media collects numerous personal data of the students in academic settings. The issues are related to information safety and privacy where the student data must be protected. Professionals who are handling this data collection must act responsibly and ensure the safety of the data. The next ethical issue is academic integrity where social media facilitates the spread of misinformation and plagiarism. Originality in academic work and standards should be maintained by the institutions to promote the responsible use of social media. Policies to encourage the accountable usage of social media must be promoted by the institutions. Moreover, academicians and students should be trained to ethically engage with social media.

Since technology offers more immersive and interactive tools for teaching, research, and learning, the future of social media is perched to develop in an academic atmosphere. Classy research partnerships for peer review, worldwide academic networking, and data membership are also supported by social media with sophisticated features. Mitigation of negative consequences like cyberbullying could be scrutinized in future research related to the efficiency of social media improved learning.

To summarize, a major budget in learning and teaching methodologies is manifested due to the incorporation of social media in the academic atmosphere. The crucial aspects discussed in this paper are the amount of micro-learning, learning through AI, and the utilization of virtual and amplified reality to augment immersive learning experiences. In addition to this, social media simplifies research networking and teamwork and cheers students to energetically connect in peer communication ahead of the conventional classroom atmosphere. As a counterpoint, the prospect of social media in the education progression faces obstacles such as academic integrity and data privacy issues. Since academicians and institutions face these issues, it is necessary to harness the rewards of social media meanwhile confronting its restrictions.

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Social Media and Student Engagement in Learning

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Abstract

Social media has become an important aspect in everyone's life. Be it teachers or students the impact of social media in everyone's life has a tremendous effect. The present generation of students i.e. Gen Z learners are so meticulously furnished with the usage of all kinds of digital media platforms in order to meet the demanding need of the hour and the external world around them. In this aspect, social media provides abundant opportunities for both the learners and educators like increased participation, a sense of commitment, enhancing digital literacy skills and promoting innovation and creativity. The present paper "Social Media and Student Engagement in Learning" brings to light the benefits of social media in the academic scenario, different tools, strategies and platforms which can be used to engage the learners inside the classrooms.

Keywords: Gen Z, digital media, creativity, innovation and creativity.

Social media has become an important aspect in everyone's life. Be it teachers or students the impact of social media in everyone's life has a tremendous effect. "Social media is a term often used to refer to new forms of media that involve interactive participation" (Manning 1158). The present generation of students i.e. Gen Z learners are so meticulously furnished with the usage of all kinds of digital media platforms in order to meet the demanding need of the hour and the external world around them. In this aspect, social media provides abundant opportunities for both the learners and educators like increased participation, a sense of commitment, enhancing digital literacy skills and promoting innovation and creativity. The present paper "Social Media and Student Engagement in Learning" brings to light the benefits of social media in the academic scenario, different tools, strategies and platforms which can be used to engage the learners inside the classrooms.

Here are the different tools and strategies which can be used to engage the learners in the classrooms:

Discussion Forums – Discussion Forums in Facebook Group and Reddit provides an excellent opportunity for the learners to convey their general opinions and feedbacks in a particular topic.

Online Polls and Quizzes – Platforms like Kahoot and Poll Everywhere helps to captivate the young learners' attention using online polls and quizzes. Unlike the regular lecture-based methods, platforms like these are easily accessible.

Video Sharing – Academic related videos can be made accessible to the students via YouTube, Vimeo and Twitch platforms. As it goes, 'An image speaks a thousand words' images and colourful videos along with an audio can grab the listeners' attention more effectively.

Blogs and Vlogs – For the development of reflective learning upon the learners, blogs and vlogs play a vital role. Blogs are helpful in updating daily academic and non-academic activities. A blog is defined as a written

text using images and gifs etc. on the other hand vlogs are video content about a specific topic. Vlogs are more impressive as it involves visual communication.

Virtual Field Trips and Guest Lectures – After the outbreak the COVID pandemic, virtual guest lectures and field trips have the upper hand. The face-to-face classrooms and lecture hall environment are replaced by digital lectures. As it has lot of advantages for the learners like flexibility, time efficiency and networking.

Some of the popular platforms used in classroom engagement:

Twitter – Twitter is very helpful in research dissemination and to connect with students and teachers. Discussion Forums and Community Building are the other key aspects of Twitter.

Instagram - As Instagram has higher engagement rate comparing other media, it is useful for both the teachers and students. It can also be used for collaboration. Cultural fests and Competition invitations/brochures are being shared through this platform which helps the academic environment.

Facebook – Watching videos, questions or feedbacks from peers are the unique aspects of Facebook. It further helps to stay updated with their respective fields.

Linked-In – It is a professional networking site. Curriculum Vitaes, resumes, awards and our expertise are being posted in this platform.

YouTube – YouTube platforms help to share academic related videos. Many colleges are now utilizing this platform to post their e-content videos which is really helpful for the learners to access the content at their convenience.

Edmodo – It is used for higher education purposes. It is use to share class materials. It is considered as vibrant classroom communities.

Edx /Swayam / MOOC – These are the platforms recognized by the Government of India. Many free courses are made available through these platforms. These are the short-term courses. Universities and Colleges has made it mandatory for its students to enroll in courses for a semester. It also has a credit for its students.

WhatsApp – After the outbreak of COVID pandemic, WhatsApp has reached a prominent place in reflective learning. The learners can immediately get access to learning materials. It is cost effective, It has data privacy and security and group chats. Using the features of voice and video calls, students get clarified with their queries. Platforms like **Google Scholar, ORCHID, Zenodo** are helpful in enriching research disseminations. Now, **Naan Mudhalvan** also offers courses like Digital Skills to equip the students' digital literacy skills. By using above social media platforms, educators can create an engaging and interactive classroom environment. It increases active learning among the learners and it provides students with a wealth of educational content.

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Touch, Scroll, Share to Score and Shine: A Digital Pedagogy of Teaching & Learning

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Abstract

The human populace of this digital age occupies a space in social media platforms to create and sustain their identities in this world. Social media has emerged as an inevitable and integral part of our life as we are incessantly loaded with huge volumes of information for every second from diverse sources. The stepping in of academics into social media or the integration of academia with social media gains overwhelming responses from learning community which augments the framework of digital pedagogy. This research work aims in exploring the pedagogy suiting to the learners of digital age by bringing social media centered digital pedagogy into spotlight. This work discourses on the roles of teachers and learners. The challenges and suggestions are also discussed for evolving effective strategies to exercise digital pedagogy for effective teaching and learning process. This work strongly emphasizes the academic community to consider the positives of evolving an approach of integrating academia and social media with integrity to foster and strengthen the bonds of collaboration and networking of learning community across the globe.

Keywords: Digital Pedagogy, Social Media, Teaching, Learning

Introduction

The robust development in technology and the dominance of social media have restated and restructured the dissemination and demonstration of knowledge. The traditional teaching pedagogies are replaced with modern teaching trends conjoined with technology. The educators and academicians on exploring the technology interfaced pedagogy have inaugurated the portals of social media into academia. The most striking feature of social media is instant information sharing to a large target group which is gaining momentum in this digital era. Transforming social media into a channel of knowledge sharing and knowledge transferring makes learning interactive, personalized and more collaborative.

The blending of social media into the core process of teaching and learning has elevated the levels of student engagement. The barriers of education are also surpassed by this blended approach. Almost all academicians are aware of social media and are regular users of the social media platforms. However, only a limited percentage of educators use social media in their teaching process effectively. This exhibits the clear picture of the derisory awareness status among the teachers about the bond between academia and social media. This research work intends to discuss the modalities of exercising social media more effectively into teaching and learning process. Also, this work addresses the roles of both teachers and learners and their challenges in exercising this blended technology interfaced process.

The remaining contents of this chapter are structured into the following contents. Section 2 outlines the overview of digital pedagogy. Section 3 presents the roles of teachers and learners in academia bonded social

media. Section 4 discourses the challenges encountered by the educators and learners. Section 5 presents few strategies to battle the barriers. The last section concludes the work.

Overview of Digital Pedagogy

Digital pedagogy is redefining the educational process and it facilitates the transition from traditional teacher-centered model to contemporary learner-centered. In digital pedagogy the teacher performs the role of facilitator and the learners are made active and engaged using digital tools. The temporal and spatial barriers are well managed by this newly evolved pedagogy. One of the most influential and highly preferred digital tools is social media which encompasses the features of creating and sharing contents instantly and effectively. The social media platforms are generally considered as entrainment platforms, however during the corona period, these entertainment platforms have taken the new look of educational tools. The social media platforms especially Twitter, LinkedIn, Facebook, Youtube and others are having diverse facets and have attracted the educators and learners to collaborate with one another seamlessly.

Social media platforms allow the teachers to create and share large volumes of content. These platforms facilitate in taking the learning process beyond the walls of classroom by engaging the learners in real-time discussions with experts across the globe. Learning at one's pace is the real demand of the learners and it is essential to cater to the diverse learning needs and capacities of the students. The learners are also facilitated with the provisions of posting their feedback to handle the backlogs and enhancement of learning materials. The learning resources shall be amplified and disseminated through social media platforms in a robust way. Social media-oriented pedagogy is completely data driven personalization approach which promotes flexibility, accessibility, and inclusivity in education. In addition, this system of learning process upholds equity and quality.

Digital pedagogy proves to be more adaptable to the digital native learners of this digital era. Researchers have also investigated the needs of digital literacy especially social media literacy. To mention a few significant works, Gammon and White [4] explored the possible opportunities and setbacks of social media literacy especially in higher education. Kivunja [5,6] discourses the consequential impacts of integrating social media into curricula of digital natives and also described the role of social media in the sustainability aspects of digital pedagogy. Vivitsou et al [10] explained the modalities of science teachers integrating social media in teaching and this study is centered around the attitude of teachers in digital pedagogy. Talib [9] focused on multimodal learning through social pedagogy. Ewing et al [2] illustrated the implications of social media pedagogy on student's comprehensive levels. Al Hashimi [1] deliberated the effectiveness of social media on fostering creativity of the students. McCollough et al [7] presented the pedagogical relation with industry and this study also highlighted the consequential impacts of social media literacy on student's career building capacity. Foschi and Cecchinato [3] explored the promotion of digital learning culture in schools with limited technology intervention. Richter [8] discussed on mobilization of social media for digital pedagogy. From the aforementioned substantial works, it is very evident that

educational researchers are advocating digital literacy especially social media pedagogy.

Role of Teachers in Digital Pedagogy

The roles of the teachers are highly redefined in the context of digital pedagogy. The process of teaching takes new look in this innovative and novel pedagogy. The teachers plan and exercise teaching plans in the context of learners. The contents are created and shared with the learners after making right choice of social media platforms. The teachers design courses and contents suiting to the levels of the learners considering both their interests and competencies. The teachers perform diverse roles which are as follows.

- **Course Designers**

Teachers are expected to design courses in the context of learners considering the dynamic needs of the learners. Variety of courses shall be designed at all levels catering to the requirements of the learners. The duration of course modules shall be paced to the convenience of learning also these courses shall be scheduled both in synchronous and asynchronous mode. The confinement and constraints in handling courses shall be curbed down with social media pedagogy and the role of teachers is highly noteworthy.

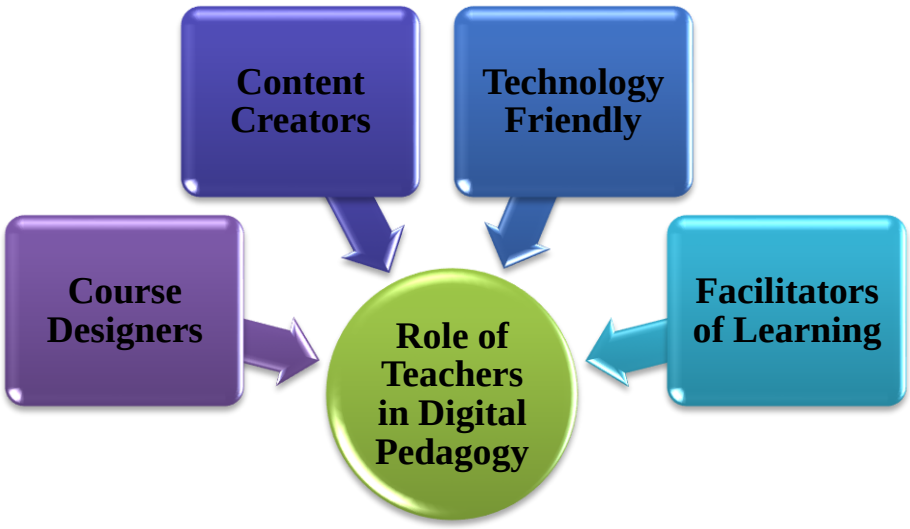

Fig.1. Role of Teachers in Digital Pedagogy

- **Content Creators**

In traditional teaching set-up, the teachers prepare content in written or printed versions, rather in digital pedagogy, a teacher is expected to prepare files of different forms such as text, images, video, sheets and others. The learning materials are likely to be prepared in electronic version. Inaddition, the contents created must be creative, interactive, informative and simple to make learning more joyful and meaningful.

- **Technology Friendly**

Teachers in general are expected to be more competent in their disciplinary knowledge, however in this modern system of education, a teacher is also expected to be an expert in technology and also potent in employing digital tools of teaching. The teachers have to be highly active and familiar with the advanced

features of social media to engage in collaborative learning.

- **Facilitators of Learning**

In digital pedagogy, the teachers are not expected to teach the contents but anticipated to facilitate learning. The learners of this era are exposed to different sources of knowledge. Teachers are not the only source of information as several search engines support learners in acquiring voluminous information on any aspects.

Learner's Participation in Digital Pedagogy

Digital pedagogy shall be made effective only with the contribution of the learners in par with the teachers. The learners are expected to dynamically take part in social media pedagogy. The roles of the students are explicated as follows.

- **Active Engagement**

The learners engage more actively in social media pedagogy as the learners of this age are more familiar and dynamic users of diverse platforms. The screen time of present generation is increasing and digital pedagogy shall be used as a tool in channelizing for educational purpose.

- **Self-directed learning**

The digital pedagogy is creating self-directed learners. The provisions of learning at one's own pace are made available to the learners. A completely instruction-based learning is modelled to foster learning responsibilities in the students. The learners are made aware of the overall course structure, contents and evaluation procedure, which installs the confidence of completing the course within the stipulated time.

- **Intrinsic Motivation**

Digital pedagogy motivates the learner to get attuned to the learning process. The engagement levels of the students shall not remain as same throughout the learning process, there may be occurrences of saturations at times. These fluctuations shall be well-handled in social media pedagogy. The instructional contents, motivational contents of different forms will serve as a tool of intrinsic motivation for the learners.

- **Collaborative Learning**

The learners are expected to take part in collaborative learning. In digital pedagogy with social media, there are more provisions for real time discussions which fosters collaborative and peer-peer learning. This kind of learning will enhance knowledge enrichment and creativity of the learners.

- **Self-assessment**

The digital pedagogy also favours the learners to assess themselves their knowledge levels and skill sets. The online assessment features shall be well embedded into this pedagogy which gives the learners the overall core components of teaching, learning and assessment.

Challenges of Social Media Pedagogy

The social media pedagogy has more opportunities of making learning more interactive and effective. However, there are few challenges faced by both the teachers and the learners which are stated as follows.

- The teachers are expected to be competent and upgraded with both the advancements in their disciplinary subjects and in technology.
- The blend of academic with social media must be well-handled, the arise of few imbalances ruin the whole learning process.
- Creating contents suiting to the interest levels of the students.
- Optimistic way of handling the feedback posted by the students
- Continuous engagement of the learners in the learning process
- Content creation by the teachers with integrity.

These are some of the challenges that have to be tackled by both the teachers and the learners in exercising social media pedagogy more effectively.

Strategies to Handle the Hurdles

Every pedagogy has few limitations and these challenges shall be handled by practicing few feasible strategies. Social media pedagogy is a special instance of digital pedagogy and it is becoming an indispensable in the teaching and learning process. Bot the teachers and the learners must be made aware of the modality of performing their roles with integrity. The teachers shall design and prepare the course contents suiting to the interest and competency levels of the learners. The learning resources shall be enhanced based on the feedback of the learners. The students shall be instructed to post constructive remarks. The choice of the social media platform is very essential and regular monitoring of the student's responses is also required. Since the educational scenario is in need of transition from traditional to contemporary.

Conclusion

This research work describes digital pedagogy in general and primarily focusses on social media pedagogy in specific. The roles to be performed by both the teachers and the learners in the context of digital pedagogy are well explained in this work. The challenges and the strategies are well stated in this chapter. The social media pedagogy is inevitable in these days and the teaching community is expected to integrate this novel pedagogy to make learning more interesting. Despite there are hurdles in exercising this pedagogy, the educators and learners shall follow the strategies to overcome the challenges and make this pedagogy fruitful.

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Technology Based Language Acquisition for Visually, Orally and Aurally Imparted Learners

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Abstract

Technology Based Language Acquisition (TBLA) has huge influence and impact on the four language skills Listening, Speaking, reading, Writing, (LSRW skills). Audio Lingual method is considered one of the best ways to enhance language when it comes to blending technology in classrooms. Usually, teacher introduces the language structure through an audio tape or recordings. Students repeat and thus drilling process takes place. Students are introduced to a different language vocabulary, grammatical patterns and so on through this way. TBLA provides advanced options to facilitate this method. In this modern era, Podcasts, Audio Books are some of the ideal sources that promote listening skills. This method has been an ideal way for visually and orally imparted people. They can hear and understand what is taught. Due to the boon of technology, from normal AVs to advanced VR, AR options are facilitated by teacher in teaching. Adapting such method surely enhances the growth in learners especially those who are imparted. Aurally and orally challenged people can watch visuals and understand the core concept, visually challenged people can heed to the narratives and understand. Many AI tools and apps are there for them to inculcate language. This paper gives a brief description about those apps and their benefits.

Keywords: TBLA, Language Acquisition, Digital Medium, Applications, Imparted Learners.

Introduction

Language is the tool to communicate. We learn language in many ways. We have various approaches and methods to teach and acquire a language. Language learning and acquisition have been evolving throughout the ages in different dimensions. In modern times, Technology Based Language Acquisition (TBLA) paves way for digital tools and online platforms to augment language learning. It enables personalized learning for an individual as well. There are several online courses, seminar, symposiums, and classes conducted. For language acquisition, there are several language learning applications. Some of them are Duolingo, Lingoda, Rosetta Stone etc…. Technology can facilitate language learning by providing authentic materials, interactive exercises, and opportunities for communication. In recent time most language tutors started blending TBLA with traditional way of teaching. They began to use variety of TBLA tool that suits their classroom atmosphere and locality. Especially for visually, orally, aurally imparted people TBLA has been a revolutionary for their skill development. This paper focuses on

1. What are the Digital Media and Platforms that enhances language acquisition for visually, orally, and aurally imparted learners?
2. What the benefits of those apps are for visually, orally, aurally imparted people.

TBLA for Visually Imparted Learners

Tech-based language acquisition (TBLA) refers to the integration of technology into language learning to improve accessibility and language efficiency of a person. For visually challenged individuals, specific tools and technologies have been developed to make language learning more inclusive. These tools leverage audio-based platforms, screen readers, Braille technology, and AI-driven systems to enable users to interact with language content via auditory or tactile means.

Screen Readers and Voice Assistants

Screen readers like JAWS (Job Access With Speech) and NVDA (Non Visual Desktop Access) convert on-screen text into speech. This allows visually impaired learners to access and interact with language-learning platforms. These tools ensure great usage and navigation of various language-learning apps and websites. Adding to that, voice assistants like Siri, Alexa and Google Assistant, provide hands-free, interactive learning through oral commands (American Foundation for the Blind).

Braille Displays and Learning Apps

we are aware of Braille method which helps visually challenged people. Braille technology is essential for visually challenged individuals who prefer tactile learning. Devices like Braille Note Touch+, Orbit Reader, and Braille Buzz allow users to read and write in Braille. Some language apps facilitates access to written language materials for visually impaired people (Perkins School for the Blind).

Audio-Based Language Learning Platforms

Audio-based learning platforms are highly beneficial. For example, Pimsleuris an audio-first language learning system that are highly useful for grasping vocabularies and use them as well. It is designed in a way that teaches language through listening and repetition. This perfectly suits for learners who are visually imparted. Pimsleur's conversational practice method does not rely on visual input, and thus making it preferred choice for learners with visual disability (Pimsleur).

AI-Powered Conversational Tools

AI-based systems like Chat GPT offer accessible, voice-command-driven platforms where visually challenged individuals can practice conversational. By simulating real-time dialogues, these tools help improve language acquisition without the need for visual interaction. As of now chat Gpt has not been updated to use all the languages, yet it seems to be an ideal platform to have real time interaction, at least in English.

TBLA for Orally Imparted Learners

For individuals who are orally challenged (those who have difficulties in speaking or verbalcommunication impairments), technology has been instrumental in supporting languageacquisition and communication. Similar to visually challenged learners, a range of tech-based tools and methods is available to aid language learning and facilitatecommunication for orally challenged individuals. Technology paves way for the people with orally imparted learners to enhance their language skills.

Text-to-Speech (TTS) and Speech Synthesis Tools

Text-to-Speech (TTS) software allows orally challenged learners to type text, which is then converted into spoken language. These tools are especially helpful for language practice, allowing users to hear correct pronunciations and understand sentence structures. Apps like Proloquo2Go, Speech Assistant, AAC offer customizable vocabularies that help users communicate by selecting words or phrases that are then converted into speech (Proloquo2Go).

Augmentative and Alternative Communication (AAC) Devices

AAC devices like Tobii Dynavox help orally challenged individuals communicate without speaking by providing alternative methods of communication. These devices can be programmed in various languages, offering users a chance to familiarize themselves with vocabulary and sentence structure while communicating effectively. (Tobii Dynavox)

Language Learning Apps with Writing and Typing Features

Apps such as Duolingo, Babbel, and Memrise allow learners to practice language through written exercises, multiple-choice questions, and typing tasks. These apps are designed to help individuals acquire new languages without requiring verbal output, making them suitable for orally challenged learners (Duolingo).

Speech-to-Text Tools

Speech-to-Text tools, such as Google Speech-to-Text, assist orally challenged learners by transcribing speech (if partially functional) or sound inputs into text. This transcription can be useful for comparing spoken and written language structures and for improving understanding of grammar (Google Cloud).

AI-Powered Conversational Tools

AI-based systems like Chat GPT simulate conversations through text-based exchanges, offering feedback on grammar, vocabulary, and sentence structures without the need for spoken interaction. This provides an accessible way for orally challenged learners to practice language without verbal communication.

Tech-Based Language Acquisition (TBLA) for Aurally Challenged People

For individuals who are aurally challenged (i.e., those who are deaf or hard of hearing), technology has played a critical role in making language acquisition accessible and efficient. Tech-based language acquisition (TBLA) tools are especially useful in providing solutions for learning spoken and sign languages without the need for auditory input. The following outlines key technologies and methods that facilitate language learning for aurally challenged people.

Sign Language Learning Apps

Sign language is often the primary mode of communication for people who are aurally challenged. Apps like The ASL App and Sign School offer video tutorials and interactive lessons to help users learn American Sign Language (ASL) and other sign languages. These apps teach vocabulary, grammar, and sentence structure visually, making them ideal for those who rely on visual input (The ASL App).

Closed Captioning and Subtitles

Many language-learning platforms and video services provide closed captions or subtitles, allowing aurally challenged learners to follow along with spoken content by reading the text. Websites like YouTube, Netflix, and TED Talks offer extensive libraries of videos with captions. These platforms are highly effective for learning spoken languages through text-based reading.

Visual and Text-Based Language Learning Apps

Apps such as Duolingo, Babbel, and Memrise are beneficial for aurally challenged learners who rely on visual or text-based input. These apps offer writing exercises, quizzes, and images to assist in language learning. Since these apps use text and rather than spoken language, they are highly suitable for those who have difficulty hearing (Learn Language).

Speech-to-Text Tools

Speech-to-text tools, such as Google Speech-to-Text, convert spoken language into text. This helps aurally challenged learners follow conversations in real-time or read spoken language in written form. Apps like Otter.ai provide live transcription, which can be especially useful in classrooms or group discussions (Speech-to-Text).

Video-Based Interactive Learning Platforms

Video-based platforms offer immersive language learning experiences for aurally challenged individuals. Websites like Vocal Eyes provide visual narratives for the deaf and hard-of-hearing community by using video and imagery to convey spoken content. Additionally, video conferencing platforms like Zoom and Microsoft Teams support sign language interpreters during calls, which can facilitate real-time learning and communication (Vocal Eyes).

Virtual Reality (VR) and Augmented Reality (AR)

Virtual reality (VR) and augmented reality (AR) platforms have created new opportunities for immersive language learning. Virtual environments such as Altspace VR and VR Chat allow users to interact in real-time using sign language or visual communication methods. This social interaction in virtual environments helps improve language skills through active engagement (Virtual Events).

Conclusion

Technological advancements have opened many ways in language acquisition have enabled aurally challenged learners to communicate effectively and participate in educational and social activities in a meaningful way. These tools allow imparted learners to engage with spoken and signed languages also visually and textually. Learners can access language materials anytime and anywhere through apps, virtual environments, and interactive tools. Most of these tools make easy for learners to their ability to master language skills without. Technology has played a critical role in making language acquisition accessible and efficient. Tech-based language acquisition (TBLA) tools are especially useful in providing solutions for learning spoken and sign languages thus enabling learners not to stop their thirst for language acquisition.

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Social Media for Academics: A Digital Revolution in Education

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Abstract

Over the past few years, social media platforms have transformed the way research is disseminated, taught, networked and constructed identity as a scholar. Scholarship is collated in this paper on how students use social media and how it affects their engagement attitudinally, digitally, and in terms of ethics. The paper also looks into the advancement with regard to application of new reliance on social media by students and scholars and its inclusion in the universities' syllabus (academic surroundings). This article presents real cases where social media has facilitated the circulation of ideas and alimentary principles of academic collaboration. The research results deal with a growing concern: the use of social networks in professional life, more specifically the specific attributes that open new opportunities for the mobilization of knowledge within disciplines and professional groups.

Keywords: Social Media, Academic Research, Digital Literacy, Networking, Pedagogy, Ethical Issues.

Introduction

Digital technology has developed so quickly that it has completely changed how we share, communicate and learn. Social media was previously considered a medium for private correspondence, but has become an increasingly important academic tool. Social media provides academics, researchers and students a previously unheard of opportunity to share their work with a wider audience, interact with a broader audience and build professional networks. There are many advantages to integrating social media into academic life, but also new difficulties, particularly in terms of privacy, ethical use, and finding a balance between one's personal and professional identities.

Background Information

It would be hard to find an academic in the last decade who hasn't taken to social media as their primary mode of interaction, collaboration, sharing and distributing information. For example, Twitter, LinkedIn and ResearchGate are some scholarly expanding facilities that facilitate interlinking of scholars and hence cross border collaboration of researchers regardless of distance. As well as a quicker way of sharing research results, social media is a medium for casual scholarship and intellectual interaction.

Research Problem/Question

Alternatively, while social media offers sociologists many advantages, there are challenges in terms of ethics, technological capabilities and the personal and professional interface. For this reason, this current study attempts to answer this question: Given that, what are the creative ways that social media users in the academic field can use to improve the dissemination of the output of research, the teaching, networking and

the good outcome of the ethical and identity issues?

Objectives

The main aim of this present research is to investigate the social media phenomenon in the context of its application in academic settings and investigate its social, political, cultural and economic impacts. This research also attempts to investigate the ethical and other potential constraints to using social networks in academic settings.

Literature Review

Increasingly, previous studies have emphasised the social media's role in academic activity. Specifically, Samy (2024) highlighted social media's usefulness for networking and developing interdisciplinarity field relations and the existence of a broad native academic audience for research. There is however little sense of how to work on the ethical issues or how to be professional in terms of social media.

Methodology

Study Design

This is an observational study that reviews literature and case reports to examine the use of social media within the academic realm. It does not mean conducting or performing experiments; it only means working with qualitative data based on existing sources or data found on the internet.

Respondents/ Participants

The population of this study is made up of academics and students who utilize social media tools such as Twitter, LinkedIn, Youtube, Researchgate, among others for academic purposes. The focus is also on the elements such as those of the institutional context, and policies regarding use of social media in the academic environment and its promotion.

Synthesis of Data

Qualitative techniques were used to study the benefits and challenges of the use of social media in education. Pattern recognition, ethical issues in the content posted in the social networks are analyzed, and the social network is included in teaching. This research is focused on professional identity, digital literacy and academic networking problems.

Analysis of Research Results

In the research, several areas that are most concerned with the use of social media in academia are classified. Research Sharing Conclusion of what research social media can do to disseminate research information much quicker than it used to. Academics that use Twitter and ResearchGate are known to have a higher degree of exposure and more citations of their work than those that do not.

Other Learning Resources

Now, media like YouTube and Twitter are being used in university classrooms to add to the active learning in students. These resources allow students to use other students in a course cluster and build on what they have learnt in class.

Collaboration

Collaborative work between scholars from different institutions are given better chances by platforms such as Twitter and ResearchGate, where they can network and share insights with one another. Participants in conferences have begun to live tweet, which allows many people to participate in or be able to follow academic discussions.

Clarity

The results indicate that social media positively impacts visibility of research work and the level of collaboration among scholars. Concurrent with these, developments in concerns about data privacy and governance of professional conduct on social networking sites were also emerging issues. Evidence is provided for the idea that social networking platforms have a positive effect on research dissemination and active engagement of students, and that this is justified, although care should be taken with appropriate ethical considerations.

Major Findings

The following was established during the study:

- According to scholars who use social media, their work is more interrelated and they are more active in research than those who don't use social media.
- The use of social media in the teaching method enhances the level of student engagement.
- Scholars interested in social networking sites have important issues of privacy and professional identity management.

Discussion

Results Interpretation

It is found that social media can be beneficial to the academic staff – and especially, to the level of digital literacy among the youth, as well as the research audience. While there are a number of advantages to utilizing these platforms, it is equally important to consider each one's ethical standards as well as it can be shaky ground to define a clear line between personal and professional use of the sites.

Comparison with Previous Research

These correspond with the findings of **Samy (2024)** and other authors who document positive effects of social networking sites on academics and collaborations among institutions. The specific areas that this study addresses that haven't been touched in most social media studies so far are how scholars deal with ethical areas such as privacy issues and being present in platforms that are bad to mishaps.

Implications

The findings have practical implications for the higher learning institutions. In addition, social media should be taken as a medium of teaching in colleges as students are more likely to participate in academic activities. A second recommendation is that training on the ethical use of social media in the classroom and on the internet in general (with faculty and students) be provided.

Limitations

Limitations of these include lack of empirical evidence from controlled experiments and lack of analysis of the data by hand. Future studies could include additional variables that will allow quantification of the relationship between use of social media and the impact on research outputs and student participation.

Apart from that, the rest of the study was only interested in English language social media and so it is unlikely that future studies on the use of social media for academic purposes in non English language studies will be possible.

Future Research

Additional investigation is also needed of the effect of social media on the professional development of scholars over the years, particularly in regard to professional career advancement and the creation of long-lasting professional networks. In addition, podcasting or virtual meetings can provide a whole new dimension in the study of changes that have become highly digitized in academia.

Conclusion

Social media is important and important to academics as it offers space to publicise their work, new networks and teaching, among other things. These research findings suggest how these communication technologies can be utilized to facilitate academic communication, and show how online communication can be stressful within an academic setting.

Main Takeaway

The main conclusion from this study is that academics are using social media more and more for professional gain, but that policymakers need to set clear parameters and best practices to avoid any ethical issues, privacy and interpersonal boundaries arising.

Final Thoughts

The ways of social media as the door to leave its habit is very unlikely so it won’t become or won’t change to some more collaborative forms involving teamwork spanning the nations and training students more effectively and making wider audiences have access to the academic literature.

Social media can be used by scholars in responsible ways to prevent engagement with these platforms, bringing academics closer in proximity to one another while simultaneously fostering a deeper experience of community.

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The Scrolling Scholars:
Transformative Effects on Teaching, Learning and Research Dissemination

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Abstract

This paper examines the emerging trends in the use of social media within academic environments, focusing on its transformative effects on teaching, learning, and research dissemination. Educational institutions are increasingly integrating social media to foster collaborative learning, enhance student engagement, and facilitate global connections. Trends such as micro-learning and visual content delivery are reshaping how information is accessed and understood. Additionally, the rise of personal branding and professional networking through platforms like LinkedIn is empowering students and educators alike. This paper also highlights the promotion of open educational resources (OER), the engagement with current events, and the importance of ethical considerations in social media use. By analyzing these trends, the paper emphasizes the need for academic institutions to adapt strategies that leverage social media effectively, enriching the educational experience and preparing students for a digitally interconnected world.

Keywords: Social Media, Microlearning, Engagement, Networking

The Role of Social Media in Academic Research Dissemination

Social media plays an increasingly important role in academic research dissemination, offering innovative ways to share, engage with, and promote research. Here are the key aspects of its role:

Wider and Faster Dissemination

Social media enables researchers to share their work quickly and widely with both academic and non-academic audiences. Platforms like Twitter, LinkedIn, and ResearchGate allow for instant posting of articles, preprints, and research highlights, vastly increasing visibility.

Increased Research Visibility

By sharing research on platforms with large user bases, researchers increase the chances of their work being seen by a global audience. This visibility often leads to higher citation rates and greater academic recognition. Hashtags, trending topics, and academic groups further enhance exposure.

Cross-Disciplinary Collaboration

Social media brings together academics from various fields, facilitating interdisciplinary collaborations. Researchers can easily discover peers with similar interests, share resources, and initiate joint projects across geographical and disciplinary boundaries.

Public Engagement and Science Communication

Social media allows researchers to translate their work into more accessible language, making it

understandable to the public. This increases public awareness of scientific developments, informs policymaking, and strengthens the connection between academia and society.

Enhanced Research Sharing Tools

Platforms such as YouTube, Slideshare, or Instagram enable the sharing of multimedia content, such as video abstracts, infographics, and presentations, which make research more engaging and easier to digest for broader audiences.

Social Media as a Pedagogical Tool in University Classrooms

Social media has emerged as an effective pedagogical tool in university classrooms, providing dynamic and interactive methods to enhance learning. Here are key ways it can be integrated into higher education teaching:

Enhanced Student Engagement

Social media platforms like Twitter, Facebook, and Instagram encourage interactive discussions, allowing students to participate in class conversations, ask questions, and share ideas outside of the traditional classroom setting. It promotes active engagement by making learning more social and collaborative.

Real-World Learning

Social media allows students to connect theory with practice by following industry professionals, participating in global conversations, and staying updated on current events. For example, Twitter can be used for live class discussions or for students to follow expert debates in their field.

Multimedia and Creative Expression

Through platforms like YouTube or Instagram, students can express their understanding of course material creatively. Video projects, podcasts, or visual storytelling assignments allow students to produce and share multimedia content, improving digital literacy alongside academic learning.

Building Digital and Professional Skills

By engaging with social media for educational purposes, students gain experience using digital tools in professional contexts. They can build an online portfolio, network with peers and professionals, and develop communication skills that are valuable.

Encouraging Critical Thinking and Digital Literacy

Social media requires students to critically evaluate the vast amount of information they encounter. Instructors can guide students in identifying credible sources, engaging in critical discussions, and being responsible digital citizens.

Networking and Collaboration among Scholars Via Digital Platforms

- **Twitter**:
    - Scholars use hashtags like #AcademicTwitter to share ideas, promote research, and engage with conferences. Example: Live-tweeting during conferences.

- **Example**: Dr Jane Doe shares her latest publication with the academic community using the hashtag #OpenScience.

- **LinkedIn**:
  - A professional platform where academics connect, discuss job opportunities, share achievements, and showcase their CVs.
  - **Example**: Professor John Smith connects with colleagues in other institutions and finds a collaborator for a joint research project through LinkedIn's academic groups.
- **ResearchGate**:
  - A platform dedicated to sharing research articles, asking questions, and finding collaborators.
  - **Example**: Dr Emily posts her research paper on climate change and connects with other scholars working in the same area.

Research Dissemination and Promotion

- **Academia.edu** and **arXiv.org**:
  - Preprints and open access repositories where academics can post early versions of their work, making it accessible to a larger audience before formal publication.
  - **Example**: A Ph.D. student uploads their thesis draft to Academia.edu, receiving feedback from global experts.
- **Twitter Threads**:
  - Scholars use threads to break down complex research into accessible and engaging chunks.
  - **Example**: Dr Sarah threads her latest paper on machine learning, summarizing key points for non-expert readers.
- **Altmetrics**:
  - Academics use social media to boost their **Altmetric scores** (tracking attention to their work via social media, blogs, and other online sources).
  - **Example**: Professor Lee monitors the Altmetric data to see how many times his recent publication has been tweeted or shared on Facebook.

Ethical Considerations in the Use of Social Media for Academic Purposes

- **Time Management**:
  - Academics need to manage their time on social media platforms to avoid distraction and burnout.
  - **Example**: Dr Allen sets specific times to check Twitter for professional updates.
- **Misinformation**:
  - Scholars may have their work misrepresented online, requiring vigilance and careful communication.

- **Example**: Dr James's research on vaccines gets taken out of context on social media, prompting a clarifying post.

- **Online Harassment**:
  - Many scholars, especially those from marginalized groups, face online abuse or trolling.
  - **Example**: Dr Chen, a prominent voice in feminist studies, experiences targeted harassment after posting about her work on social media.

The Impact of Social Media on Digital Literacy and Professional Identity

Impact on Digital Literacy

Information Literacy

Social media platforms expose users to vast amounts of information, fostering the need for critical evaluation skills. Individuals learn to discern credible sources from misinformation, enhancing their ability to assess the reliability and relevance of online content.

Technical Skills

Engaging with social media requires users to develop technical skills, including navigating various platforms, creating content, and using digital tools for communication and collaboration.

Communication Skills

Social media encourages the development of concise and effective communication skills. Users must convey messages clearly and engagingly within character limits or visual formats, adapting their communication style for different audiences.

Impact on Professional Identity

Personal Branding

Social media allows individuals to curate their online presence, contributing to their personal brand. Professionals can showcase their expertise, achievements, and values, influencing how they are perceived in their field.

Ethical Considerations

Professionals are increasingly aware of the ethical implications of their online behavior. Understanding how their posts and interactions can affect their reputation and the perceptions of their professional identity is essential in navigating social media.

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Emerging Trends in the Use of Social Media in Academic Environments

Integration of Social Learning

Educational institutions are increasingly integrating social media into formal learning environments to promote collaborative learning. Tools like Facebook Groups or Slack channels are being used for discussions, project collaboration, and peer feedback.

Emphasis on Open Education Resources (OER)

The promotion of OER through social media is gaining traction. Educators share free resources and materials, making high-quality educational content more accessible and encouraging collaborative sharing among institutions.

Gamification of Learning

Some educators are using social media to implement gamification strategies. Platforms like Kahoot or Quizlet are integrated into social media channels to create interactive quizzes and challenges that enhance student engagement and motivation.

Online Communities and Support Networks

Social media facilitates the creation of online communities and support networks for students and educators. These spaces allow for the exchange of ideas, resources, and emotional support, enhancing the overall educational experience.

Conclusion

In conclusion, social media is reshaping academic environments by enhancing engagement, collaboration, and accessibility to information. The integration of these platforms fosters innovative learning experiences, promotes personal branding, and facilitates global networking opportunities. As trends such as micro-learning, the use of visual content, and the focus on open educational resources gain momentum, it is crucial for educational institutions to adapt their strategies to leverage the potential of social media effectively. By doing so, they can enrich the educational experience, encourage critical thinking, and prepare students for success in an increasingly digital and interconnected world.

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Influencer Culture in *Influence* by Sara Shepard and Lilia Buckingham: An Analysis

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Abstract

This article examines the portrayal of influencer culture in the novel *Influence* by Sara Shepard and Lilia Buckingham, focusing on key themes such as the dichotomy of authenticity and performance, the impact on mental health, the commodification of identity, and the spread of misinformation. By analysing these themes in the context of the novel, the article explores how Influence offers a critique of the modern social media landscape, providing insights into the complexities and contradictions of influencer culture.

Keywords: influence culture, social media, authenticity, performance, Online persona, fame, identity, commodification, and misinformation.

Introduction

Influencer culture refers to the phenomenon where individuals with significant online followings leverage their influence to shape trends, opinions, and consumer behaviour through content creation and engagement on platforms such as Instagram, Facebook, and YouTube. Influencers play a crucial role in shaping contemporary consumer behaviour by promoting self-expression, body positivity, and mental health awareness. However, while influencers provide valuable perspectives, they also contribute to the spread of materialism, unrealistic expectations, and misinformation.

This article critically examines the portrayal of influencer culture in *Influence*, a novel by Sara Shepard and Lilia Buckingham. The narrative follows four teenage girls - Delilah, Jasmine, Fiona, and Scarlet; as they navigate the complexities of life in the public eye. Delilah has just entered the world of fame after a viral video propels her into the influencer scene, but she soon realizes that this new life is more complicated than it appears. Jasmine, already accustomed to the influencer lifestyle, is battling insecurities and the constant need to present a perfect image. Fiona, who has been in the spotlight for years, hides the cracks in her seemingly flawless life, which are exacerbated by personal trauma. Scarlet, the enigmatic new arrival, seems to hold dark secrets, causing tension and suspicion among the others.

As the novel progresses, the dark side of influencer culture emerges. The characters must navigate complex relationships, rivalry, the pressures of fame, and the moral compromises that come with brand deals and endorsements. The story takes a dark turn when one of the influencers dies under mysterious circumstances, leaving the others to uncover the truth while grappling with the weight of their public lives.

Through these characters, *Influence* reveals the allure of influencer culture while also exploring its darker aspects. This analysis will focus on the novel's depiction of authenticity versus performance, mental health challenges, consumerism, and the spread of misinformation, linking these themes to broader issues in

real-world influencer culture.

The Dichotomy of Authenticity and Performance

A key theme in *Influence* is the conflict between authentic self-expression and the pressure to perform for an audience. The teenage influencers in the novel constantly struggle with presenting a curated version of themselves that aligns with their followers' expectations while remaining true to their personal identities. Delilah, a rising star in the influencer world, initially seeks to express her authentic self but soon realizes that maintaining her audience requires projecting a highly stylized image.

This tension reflects a broader issue in influencer culture, where authenticity is highly valued by audiences but difficult to sustain due to the pressures of monetization and brand partnerships. The novel illustrates how influencers, particularly young ones, must navigate this dichotomy, often leading to personal conflict and emotional strain. For influencers, the balancing act between authenticity and performance can result in the erosion of their true identities, as they increasingly cater to external expectations.

Mental Health and the Influencer Persona

The psychological toll of maintaining a curated online persona is another critical theme in *Influence*. The characters in the novel experience anxiety, depression, and self-doubt, all exacerbated by the pressures of constant content creation and audience engagement. Jasmine, a well-established influencer, faces insecurities about her image and struggles to live up to the idealized persona she has cultivated online. Fiona, a veteran in the influencer space, grapples with unresolved personal trauma, further complicated by the pressure to maintain a flawless public image.

These mental health struggles mirror real-world issues within influencer culture. The perpetual need for validation through likes, comments, and follower counts creates an unsustainable cycle of performance, leading to emotional exhaustion and burnout. The novel critiques the toxic nature of this lifestyle, emphasizing the mental health risks for influencers and their audiences, who are exposed to unrealistic expectations of beauty, success, and happiness.

Consumerism and the Commodification of Identity

In *Influence*, social media platforms are not only spaces for self-expression but also sites of commerce where influencers sell products and lifestyles. The characters' identities become intertwined with the brands they promote, turning personal experiences into commodities. Delilah and Jasmine find themselves prioritizing brand deals over personal values, illustrating how influencer culture often encourages materialism and the commodification of identity.

This aspect of the novel reflects broader concerns about the ethics of influencer marketing. As influencers become more integrated with commercial enterprises, their authenticity is compromised by the need to remain marketable. The commodification of identity raises questions about the impact of consumerism on self-worth and personal integrity, as influencers blur the lines between genuine expression and financial gain.

The Spread of Misinformation and Unrealistic Standards

Influence also addresses the issue of misinformation, particularly how influencers may promote products or ideas without sufficient knowledge or transparency. In the novel, several characters engage in questionable practices, such as endorsing products they do not use or promoting unattainable standards of beauty and success. Scarlet, the mysterious new arrival, challenges the status quo by highlighting the dangers of idolizing influencers who project perfect, yet unrealistic, lifestyles.

This theme resonates with real-world critiques of influencers who contribute to the spread of misinformation by promoting products they are not fully informed about or engaging in deceptive marketing practices. The portrayal of idealized lifestyles in Influence amplifies societal pressure on followers to conform to unrealistic standards, which can have damaging effects on self-esteem and body image.

Summation

Sara Shepard and Lilia Buckingham's *Influence* provides a nuanced exploration of the complexities of influencer culture. Through its characters and narrative, the novel critiques the tension between authenticity and performance, the commodification of identity, the mental health impact of influencer lifestyles, and the spread of misinformation. These themes align with broader concerns about the sustainability and ethics of social media influence, particularly in how influencers shape consumer behaviour and societal values.

Influence serves as a compelling text for both popular culture and academic research, offering valuable insights into the allure and contradictions of influencer culture. Its examination of the psychological toll on influencers and their followers underscores the need for a more critical understanding of the pressures and impacts of life in the digital spotlight.

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Writers' Psyche in Flux: Transition from History to Technology

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Abstract

Writers are forced to adapt the changing world around them, because of major historical events or fast-developing technologies, their thoughts, feelings, and creativity are shaped according to the societal changes. A writer's mind, is a combination of emotions, ideas, and creativity, often they react to these changes, pay new ways to understand and express the world. This article implies, how writers have adapted physical and psychological changes in history and technology, and how the world influences the writers mind and his inner thoughts to exhibit a creative output.

Keywords: History, Psychology, Technology, Industrial Revolution, Identity, Digitalization

Introduction

Throughout the span, important historical moments have deeply influenced the writers thinking process. Whether it's agony in the war field, a big social movement, or economic struggles, these moments often leave an imprint on writers. They often try to make sense of this events in their writings. After World War I, in the modernist period, writers like T.S. Eliot, Virginia Woolf, and James Joyce hassled with the disaster, where traditional values had fallen apart with collapsed social orders. Everything seems to be disappeared even the credence of human nature and moralities. T.S. Eliot's remarkable poem The Waste Land reflects the era of despair. He writes, "I think we are in rats' alley / Where the dead men lost their bones," lines bring the deep sense of misfortune and emptiness after the world war. After that writers often approach their writings by keep questioning the human existence.

Modernism brings an audible change in writers' thoughts on approaching the new world with their writings. They could not stick on to traditional ways of telling stories or follow the moral values. In that sense, Virginia Woolf switch to trans this change well in her essay "Mr. Bennett and Mrs. Brown," she wrote, "On or about December 1910 human character changed." This switching wasn't about society, but how the writers look into the changes internally. The destruction of the early 20th century made them look inside themselves, started hunt their broken thoughts and subconscious minds through their writings.

After World War II, psychological encounters unlocked with new fears like the Cold War and the threat of nuclear destruction. Samuel Beckett and Albert Camus comes out with the enclosed ideas, that life might be absurd and life itself find ridiculous meaning. In Beckett's play Waiting for Godot, the characters are stocked so long, and waiting for something to be good happen. When one character, Vladimir, says, "Nothing to be done," it shows the feeling of despair many people felt at the period.

Technology and the Writers' Minds

Technological advancement in the world paves the biggest role in shaping the entire concept even writers unconsciously dwell into that mind. It clearly shown in their modern writings. From the new innovation of printing press, infact in the digital era writers started searching to create, share and even see themselves as a mirror in the world.

The 19th century witnessed a drastic change with the arrival of Industrial Revolution, by launching new machines and productive to share books. Charles Dickens and Leo Tolstoy reacted through their writings. In Dickens' Hard Times, he brings out how the world, honoured facts more than human imagination or emotion. One of his characters Mr. Gradgrind says, "Facts alone are wanted in life," shows how society easily adapt a mechanical, practical way of thinking. Industrial revolution brings a deep impact on writers, who had forced to see the world where human experiences were progressively accelerated by machines and efficiency.

The 20th century witnessed more technological innovations, inventions like radio, television, and the internet. Marshall McLuhan's stated, "The medium is the message," brings that how we communicate mould the content of what we say. Writers are forced to adapt and compete with the new innovations of audio and media, could reach a bigger audience. The written words are no longer going to influence or entertainment or information, and this change had a major psychological drop on writers.

The 20th and early 21st century witnessed the arrival of internet; writers are again forced to adapt the change. Digital platforms, social media, and blogs helped to access the literature and made it easier for more people to share their ideas. However, this brings a new challenge to writers, now they had to focus not only on their writing but they have to expose their existence in a wild way, create a fan base, and show their activeness via online presence. As Jonathan Franzen stated, "The first thing that writing an autobiographical novel taught me was that there's no 'real' you to tell." In modern world, writers are not only expected to bring their thoughts but also manage familiar image for the public persona, otherwise they will be outdated with their exist.

With the arrival of digital platforms caused "digital burnout." Writers are distracted, and find difficult to focus on their writings. Cal Newport stated in his book Deep Work, "the ability to perform deep work is becoming increasingly rare at exactly the same time it is becoming increasingly valuable in our economy." This explains, that writers are in a custody because they are confused where to exist, either focus on meaningful, concentrated writing or write according to the demands of the digital world, where their connection is frequently being pulled in different directions.

Identity and Authorship

In the modern world, history and technology took their part to change the world, writers have had to reassure their sense of identity and authorship. In the postmodern era, people have become more doubtful about the thoughts of the "author" as the main authority figure in the writings. Roland Barthes' essay The Death of the Author questions the idea how the readers understand the text either in the writer's perspective or the readers. Barthes argues, "To give a text an Author is to impose a limit on that text," means that focusing on the author mind-set. This shows a change in thinking where writers see themselves as less central to interpreting

their work, readers get more power through.

Now a days, questioning the traditional ideas of writers become a trending factor in the online platform. In the late 20th century, philosophers like Michel Foucault and Jacques Derrida argued with their points that the "self" isn't a, fixed thing and stable. Foucault suggested that the concept of the author is a social construct that serves to limit and control how texts are interpreted: "The author is a certain functional principle by which, in our culture, one limits, excludes, and chooses" (Foucault 213). In that sense, that writers' identities are shaped not only by their inner writings but also by historical and cultural forces.

In the digital world, expose writers' identity has become even more pronounced. Writers can now adopt multiple personas, using pseudonyms or online avatars to explore different aspects of their personalities. As Sherry Turkle notes in her book Alone Together, "In the digital age, we are able to present ourselves as we wish to be seen" (12) that may also cause a mental pressure to maintain their online or offline existence.

Conclusion

The technological and historical changes adapt the writer's mind and it seems always in stream. Modernist writers in the early 20th century, regret to the issues of navigating digital burnout today, writers have had to keep adapt to an ever-changing world. These changes disturb not just how they write but also how they see themselves and their role played in society. As technology continues to emerge at a rapid way, writers are tailored to balance the demands of their writings with the pressures of a fragmented, hyper connected world.

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Emerging Trends in the use of Social Media in Academic Environments

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Abstract

Social media's integration into education is driving new trends, reshaping communication, collaboration, and learning methods. Platforms like Facebook, WhatsApp, and LinkedIn are enhancing collaborative learning, peer interaction, and professional networking, benefiting students beyond entertainment purposes. This paper explores these trends and their effects on tertiary education, showing that social media facilitates global interaction and content sharing, which contributes to education. However, while it fosters group discussions, resource sharing, and project collaboration, social media also presents challenges, such as increasing distractions and negatively affecting focus. Despite its positive role in education, social media's impact on society is mixed, with both benefits and drawbacks.Educators benefit from real-time communication, facilitating prompt feedback and creating a more engaging academic atmosphere. Platforms like LinkedIn and Research Gate are also playing an essential role in academic branding and professional development, connecting students, academics, and professionals globally. The growing use of platforms such as YouTube and Instagram for creating and sharing educational content is making learning more accessible, allowing students and educators to reach broader audiences

Keywords: Social media, academic collaboration, professional networking, digital learning.

The use of social media in academic environments has transformed the way students collaborate, communicate, and learn. The unique features of platforms like Facebook, WhatsApp, and Slack allow students to work together beyond the traditional classroom setting, fostering dynamic group interactions. Social media's integration into education is transforming communication, collaboration, and learning methods. It allows students to engage in group discussions, share resources, and collaborate on projects beyond the classroom, enhancing their learning experience. However, despite its benefits, social media also poses challenges, such as increased distraction and negative societal impacts, as users become more engrossed in online activities. Here's a deeper look at how various trends in social media are impacting academia:

One of the most significant impacts of social media in education is on collaborative learning. Platforms such as Facebook, WhatsApp, and Slack offer students the opportunity to work together on projects and group assignments even when they are not physically present in the same location. These platforms provide a space where students can form study groups, share resources like articles and notes, and discuss class materials. This form of collaboration enhances peer learning, allowing students to teach and learn from each other in a more informal setting. For instance, WhatsApp groups allow real-time messaging, where students can ask questions, share answers, and help each other with assignments. Slack, on the other hand, is ideal for more structured collaboration, with its channels and threads that help organize discussions by topics, making group projects

more efficient. This extension of learning beyond the classroom walls breaks down traditional barriers, creating a flexible and accessible environment for students to engage with one another and develop essential teamwork skills.

Communication is at the heart of academic collaboration, and social media platforms provide students and professors with tools to enhance interaction. Platforms like Twitter and Telegram allow immediate, informal communication between professors and students. Twitter can be used for quick academic updates, such as sharing relevant articles or answering questions in real time. Telegram, with its instant messaging capabilities, supports group chats and discussions, fostering a sense of community within academic settings. This real-time interaction creates a more engaged and responsive learning environment, where feedback is quicker, and conversations can evolve rapidly. Professors can answer questions outside class hours, clarify concepts, or share additional reading materials. These platforms enable students to express themselves freely and engage in informal discussions that they might be hesitant to have in formal classroom settings. This encourages a more open, interactive learning atmosphere, where everyone feels included.

Social media is not only enhancing collaborative learning but also facilitating professional networking. Platforms like LinkedIn and Research Gate are specifically designed for connecting with professionals, researchers, and academics worldwide. Students and researchers can use these platforms to build their professional profiles, share research papers, and follow industry trends. LinkedIn allows users to connect with professionals in their fields, explore job opportunities, and participate in professional groups. Research Gate, on the other hand, is a valuable tool for academics to share their published research, get feedback from peers, and stay updated on recent developments in their fields. By actively participating on these platforms, students and academics can increase their visibility in their respective industries, enhancing their career prospects. Additionally, by interacting with professionals and researchers, they gain exposure to cutting-edge research and industry trends, which further enriches their academic and professional growth.

Social media has given rise to online communities where students can seek peer support. Platforms like Reddit and Discord have become popular hubs for academic discussions, where students create or join groups based on shared academic interests. In these spaces, students ask questions, exchange knowledge, and provide emotional support to one another—whether it's helping with assignments or preparing for exams. Reddit's academic forums, such as r/Ask Academia or r/Study Tips, offer students a wide network of peers and professionals to turn to for advice. Similarly, Discord servers dedicated to academic subjects allow for real-time voice chats and text discussions, making it easy for students to collaborate and learn from each other.These online communities foster a sense of belonging and support, particularly in academic environments where students may feel isolated. They also provide an informal space for learning, where students can freely share their concerns and ideas without the pressures of formal academic settings.

One of the most exciting trends in academic environments is the use of platforms like YouTube, TikTok, and Instagram for digital content creation. These platforms are not only used for entertainment but are now

powerful tools for educational content. Students and educators alike are creating explainer videos, tutorials, and even full-length lectures, making learning more engaging and accessible. Short-form content on TikTok, for instance, is gaining popularity for quick, digestible lessons that capture students' attention. Similarly, YouTube is widely used for creating longer educational videos, where educators explain complex concepts in a more interactive and visual manner. This digital content is often shared widely, enabling students to access learning materials from educators all over the world. Moreover, the ability to revisit these materials at any time offers a significant advantage, as students can learn at their own pace.

For professors and academic institutions, social media provides a platform for academic branding. Professors can share their publications, promote their courses, and host webinars to reach a broader audience. Platforms like LinkedIn and Twitter allow them to build their digital presence, engage with students and academics globally, and showcase their expertise. Institutions can also use social media for public engagement, promoting academic events, achievements, and new research initiatives. This type of branding not only increases visibility but also helps create a more engaged academic community, where students, educators, and institutions can interact in meaningful ways.

Social media platforms offer data analytics tools that can track student engagement and participation in academic-related activities. For example, teachers can use analytics to determine how often students are interacting with posts, participating in group discussions, or viewing shared materials. These insights can help institutions tailor learning experiences to meet students' needs. By analysing engagement data, professors can identify students who may need additional support and adjust their teaching methods to improve overall student outcomes.

Finally, many Learning Management Systems (LMS) are now integrating social media-like features, such as chat functions, file sharing, and real-time collaboration tools, to create a more seamless experience for students. Platforms like Microsoft Teams and Google Classroom, for instance, allow students to interact with their course content and peers in a manner similar to social media. These integrations help create a more cohesive and interactive academic environment, where learning materials, discussions, and assignments are all accessible from one platform.

The way social media is being used in academic settings is changing how people communicate, collaborate, and learn. This is leading to new trends in education the good of society. For example, a plethora of social media sites and applications have been developed with the aid of the internet, enabling users to create and share textual, video, and audio content as well as communicate with one another. However, there have also been a number of issues with using social media because it has been having detrimental effects by getting individuals more absorbed in their screens. Social media creates a dynamic learning environment by allowing students to work together on projects, share resources, and take part in group conversations outside of the classroom.

In conclusion, the integration of social media platforms into academic environments is revolutionizing how students and educators interact, collaborate, and engage with learning. From enhancing peer learning and professional networking to fostering online communities and improving communication, social media is creating new pathways for academic collaboration. The ability to create and share digital content, track student engagement through analytics, and integrate social media features within LMS platforms has further strengthened the role of social media in education. As these platforms continue to evolve, their impact on academic environments will only grow, offering innovative ways to support learning, collaboration, and academic success.

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Knowledge Dissemination through Social Media

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Abstract

This paper explores an avenue for the researchers and learners to introduce innovative updates and information on social media and various social media forum where academicians and autodidacts acquire knowledge, and the same enhances the knowledge dissemination very rapidly across the world. Among the various social media platforms, selected social media platforms for the academicians and autodidacts is analysed. Social media active users always aware of the threat piled up in the social media, when they use for the required purpose.

Keywords: Social media, academics, knowledge, dissemination, epistomophile, autodidact.

Introduction

Social media acts as mandatory in the universe to the present generation; it helps and enslaves people by its influence; the same can evidently be understood by each soul in the universe. In the current scenario, the influence of media makes every individual's mobility possible everywhere with the help of social media. Academicians are very much benefitted and disseminate their knowledge through social media, which paves way for all sorts of age group people to acquire knowledge from their respective social media sites. Knowledge dissemination is quite inevitable, encourageable, and acceptable by all people who strive to raise their standard in their respective streams. All the fields start to thrive with their tentacles, and the social media acts as a beacon to arrive at a point. This paper acts as a nibble to the epistomophile and knowledge acquirer to regenerate their subject of new ideas and present the same innovatively to society through social media.

Influence of Social Media

The universe is marching in the arena of 5G with the 3.499 million of people are active in social media always somehow people are actively and constructively using the various social media platform for knowledge updation. It's quite convincing to the autodidact to quench their knowledge thirst with social media. In the competitive world, to sustain our position in the working environment, the workplace always prompts healthy competition to develop ourselves very quickly. Presenting in our place and accessing the various versatile sites, areas, knowledge, and resources of various people and countries is possible only through social media to update and withstand ourselves in our stream. Unknowingly people become slaves to social media in various ways, like passing time, learning English, knowing recipes, bringing back ancient medicines, acquiring information on various fields, etc. are the ways the knowledge dissemination takes place.

Many takes up the role of various knowledge dissemination to the society by many platforms. All the field education reshape is innovatively taking place, knowledge dissemination in various field in various aspects

helps the needy.

Academicians

Many autodidacts are thriving with innovative ideas, and the same is explicitly propagated to society through social media. Academicians are highly demanded by the knowledge updating and dissemination in various means. Social media role in knowledge propagation is quintessential, and it paves all Students are highly demanding, and the teachers are demanded to teach, which is not possibly taught by AI or CHATGPT. Academicians are in a challenging position to prove their importance and contribution to the cornerstone of society.

> Social media like LinkedIn, Instagram, Twitter, YouTube, blogs, reels, Shodhganga and Researchgate enlightens the academicians with their respective thrust areas. Many interested teachers start to take up specific tools to disseminate their knowledge to society. Many teachers emerge with new ideas and new required vocabularies to make the learners learn through their knowledge dissemination. "The world has changed dramatically over the past 1 years because of the developments in the field of social media. Young students share their thoughts, emotions, private information, images and videos at a starting pace on social media." (Hameed Irfan 12)

Social media encourages knowledge acquisition and knowledge dissemination in various ways. In all streams, people quench their thirst to learn new things through social media exposition. By the way, new innovative ideas and knowledge are disseminated very quickly all over the world, and the same is regenerated and processed with the other people's ideas and perspectives. It paves the way for the researchers to reach a huge number of people to learn and acquire knowledge on progress in their interesting arena.

Academicians are exposed to various social media sites to explore further and acquire knowledge, able to familiarize themselves with innovative ideas, learn, and understand innovations, and the same is refined and fine-tuned by their knowledge. Especially researchers of the present generation are highly benefited; they acquire knowledge and ideas via social media. The options for the learners are wide here. "The potential use of social media for teaching and learning activities has received an increased amount of intrest and attention from the scholarly community. (Barrot, 2021). "A number of studies have presented evidence regarding the use of social media by academics for personal, professional, and teaching purposes. (Johnson & Veletisianos.2021; Manca & Ranieri, 2016a, 2016b).

Academicians who acquired ideas and knowledge can disseminate the ideas to the young researchers through LinkedIn and blogs, which helps the researchers to explore further. Teachers who are well versed on specialized topics starts to disseminate the nuances and various new topics which is yet too concentrated by school and college education through reels, you tube videos etc.

The growing attention on social media can be seen in different disciplines such as economics, marketing, health, education and various other industries. Social media has not only changed the communications among people but has also changed the way students learn. According to a considerable number of social media users consists

of youth who engaged in higher education. On the other hand, the higher education institutes use social media to connect with students and alumni to deliver instructional content. …… Further, social media facilitates investigations based and collaborative learning among students in higher education and it makes them active learners. (Samarasinghe Samantha and Chandrasiri Thamali, 41)

Knowledge dissemination takes the process to the next level; growth of the knowledge takes place, and the ideas lead to the development of the project; project collaboration and a memorandum of understanding are possible. Knowledge dissemination through social media directs the academicians to the pinnacle of their success.

TED-ED, CC-- Crash Course, ASAP Science, and Smarter Everday are the certain sites, which many of us are aware of quite well. Acdemia.ed is the site that contains 274 million users across various disciplines, and it paves ways for researchers to accelerate research, advance science, and transform the world. Discover PHD sites: other than the normal expected information, it provides guidance in a comprehensive way and advice for the researchers during their research journey. ORCID is also the site which provides researchers with persistent unique identifiers and peculiarly focuses the researchers with digital infrastructure to access the research resources globally. Scopus author identifier helps the users to identify the real Scopus journal among the clone journals. It provides many researchers a source and ideas to develop their thesis in the right direction. The Academic Designer provides a platform for the professors and scientists to present themselves digitally to disseminate their innovative teaching and research ideas with other professors and scientists.

Invisible Threats to Academicians

Academicians and knowledge acquirers are always aware of certain social media, which may mislead the aspirants. Catfishing refers to someone setting up a fake online identity to scam or loot people's money; it may distract the learners and disturb them psychologically. Dark Social refers to social media interaction in DM that may mislead to an unnecessary platform. Clickbait means using sensationalized or attracting headlines to trap the users to view their sites. Infodemic refers to the rapid spreading of information; it may be both accurate and inaccurate information may divert the people from their path. Geo-spoofing refers faking or hiding the true identity of your device to protect your privacy or avoid trouble when we are using various social media.

Conclusion

An autodidact is extremely gained by the knowledge dissemination with the help of social media. Many engineers, doctors, housewives, from laymen to scientists, social media opens an avenue to explore many perspectives, especially academicians, who are hugely benefitted by the various available sources from social media, and the same enhances their perspectives in the research, and it will be taught further to the society through social media. Reciprocation of knowledge acquisition and knowledge dissemination takes place to the academicians through social media. Academicians' role is significant for the progress and well-being of the nation, and social media intervention in a positive avenue enhances the vicinity of the autodidact and academicians.

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Transfiguration of Academics:
The Intervention of Social Media in the realm of Education

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Abstract

The contemporary world is ruled by digitalization. In the digital era, social media has become an indispensable part of human life. Now –a-days, one who is ignorant of social media is considered an outdated one. Social media connects people, entertains and disseminates knowledge. Though it serves primarily as a tool for communication and socialization, social media contributes a lot to the teaching-learning process. Teaching has now become a challenging task, as teaching has navigated from the four walls of the class room setting into the hands of the learners through the gadgets. Students no longer rely only upon the class room teaching. There are plenty of resources available on the online platform. The world of education has seen drastic changes in the manner of content production, knowledge delivery, and evaluation process. This article discusses various social media platforms and how they are used in the academic arena for knowledge dissemination.

Keywords: Digitalization, Social Media, Education, Knowledge Dissemination, Teaching-Learning

The post Covid-19 scenario has made us realize that "Online teaching is no more an option; it is a necessity" (Dhawan 2020). Using online medium for education is no longer additional feature rather blended learning has become the order of the day. The conventional method of teaching and learning is gradually waning and technology-based teaching and learning strategies are taking momentum. Online education uses various social media platforms for teaching – learning process. Social media is a wider term which refers to "websites, applications, and any media of communications that allow users to create or share content with other people in their network" (Dubey 2024). While social media is primarily introduced as a platform for social interaction, community communication and entertainment, it is proved that it can also serve as an invaluable resource for teaching and learning. It helps both students and teachers as an important medium to cater to their educational needs. Social media also makes it easy for the researchers to collect necessary resources for their research and also to disseminate their innovative explorations to a wider readership. It enables peer group learning and academic community building. Here is a list of social media platforms which are used for academic purposes.

Academic Blogs

Blogs are the rich sources of information for students and researchers. Researchers share their expertise on various subjects in their blogs which serve as the base for many academic explorations and pursuit of knowledge. Blogs help the readers to get an in-depth knowledge on specific areas of study which may either reflect upon their own perspectives or contradict the ideas they already possess. It may either strengthen or alter their viewpoints.

WhatsApp

Though created for personal communication and community interaction initially, WhatsApp assumed a new role in education later. It has become the commonest and easiest mode of interaction between teachers and students. Especially during and after the Covid 19- pandemic period, WhatsApp group has been used as the connecting point for teachers and students wherein much of academic sharing has been taking place. Some important information and instructions are passed on to students through WhatsApp communication. Information about Faculty Development Programs, Conferences, Seminars, webinars and other academic activities are spread across wider academic fraternity through WhatsApp groups.

LinkedIn

Of all the social media platforms, LinkedIn is the one which focuses much on academics, research, employment and business. It is a valuable networking tool which is used to spread our credentials across the world and get to be noticed by people who are looking for it and thereby it acts as a platform to link people who require and people who are required. This feature helps young graduates with necessary skillsets be noticed by the companies who are ready to offer jobs.

LinkedIn is also used to share resources, connect with people with similar academic pursuits and research interest. It has an edge over the other academic platforms as it reaches for a wider reach. As Morcom points out, "LinkedIn has the potential to communicate your research to a corporate audience that is less likely to be active on other social media platforms". LinkedIn is also a significant platform for academicians and professionals to connect, collaborate and network with peers. Posting our research content in the LinkedIn profile will enable the peer groups to know about our research which may help us disseminate our knowledge and expertise which may result in academic collaborations.

LinkedIn is a more professional oriented site as it doesn't allow any recreational content in it. The 'text only' option of LinkedIn makes it different from platforms. Morcom claims, "A unique quirk of LinkedIn is the success of text-only posts that do not include a link to another website or an image. Diary-type posts updating your research progress or longer posts demonstrating the relevance of your work to contemporary events are likely to generate high levels of engagement and allow you to offer a more comprehensive portrait of yourself as an academic than the likes of Twitter" (Morcom, 2020).

Iqbal, a successful Career coach, who regularly posts academic write-ups, has distinguished LinkedIn from the other social media, which is a testimony for the advantage of LinkedIn over the other platforms. He shares his experience here:

> I could be doing any of these within a more academic platform such as Academia.edu or Research Gate but LinkedIn appeals to me most because it is not focussed on the academic individual. I appreciate that this platform allows me to interact and learn from a wide variety of professionals and encourages me to share aspects of my work in ways that might appeal to people from diverse backgrounds. (Iqbal, 2017)

These testimonies prove LinkedIn as the more impressive platform for academic and professional growth. Apart from functioning as a linking platform, it also acts as a learning platform for people.

LinkedIn Learning

LinkedIn Learning is a wonderful platform that offers online training and skill building courses. It offers many career advancements courses like classroom management, technology integration, and instructional strategies specially designed for educators. It also provides enhancement programs on Artificial Intelligence, Technology and Creative Skills for career growth and business development. These courses and training programs help people develop their business and elevate their social stand.

LinkedIn's AI Academy offers AI related courses by their own AI engineers and they share the same training that is given to the LinkedIn team to the learners. So, the training would provide an in-depth knowledge and hands-on-training to the learners which would be of great value.

LinkedIn offers invaluable online courses on on-demand subjects related to technology and business with certificates which obviously improves the outcome and increases the employment rate of the students. These courses not only help students to get jobs, but also help the employees to up skill themselves. Now-a-days, higher education institutions are using the LinkedIn Online Courses as part of their digital transformation as these courses and training are given by the world class expert trainers. LinkedIn groups focus on various educational topics, allowing teachers to participate in discussions, access resources, and stay updated on trends in education.

Facebook

Created in 2004 as a campus-wide social networking site at Harvard University, not merely for social interaction, Facebook is now used as a powerful edutainment tool. LMS tool in education. It facilitates students-teachers' interaction, peer group learning, and collaborative works. Facebook has now gained a wider reach to connect people all over the world.

In his article "Facebook for Educators", Linda Fogg Philips, lists out the possible ways in which Facebook can be used for academics. Realizing the need for integrating the social networking platform with education and improve the learning style of students, the U.S Department of Education brought out a plan in 2010. Accordingly, certain features were added to Facebook, and it became a powerful educational tool to connect students, teachers and parents. While using Facebook as an educational platform, in order to avoid distractions and harmful contents, Facebook defined "Facebook's Community Standards". Facebook is used for education both inside and outside the classroom.

Facebook group is created to share notes, assignments, create a community for learning. It facilitates personalised learning pathways to different set of learners, based on their needs. Exchange of information proves Facebook as a significant tool in education, as it helps continuous learning process in this digital era. Facebook provides an opportunity to outside classroom discussion, peer group learning and student-teachers interaction. It facilitates active learning even among the passive students who do not come forward to classroom

discussion. Facebook live enables direct engagements with the learners through live interactive sessions and virtual workshops. It gives an immediate feedback collaboration.

Facebook also helps the learners to grasp micro lessons through short videos, infographics, and quizzes which benefits those who are in busy routines. Hence, Facebook provides an engaging and effective e-learning experience which makes the process more interesting and retentive. With it's easy to use facility and immediate feedback, Facebook proves to be the widely used flexible e-learning tool.

You Tube

You Tube is one of the best and frequently used social media platform for learning. There are umpteen number of You Tube videos in various subjects available for learners to get information on any topic. You Tube is the commonly used platform for teachers and learners to share knowledge on subjects of their choice. Students can have a better understanding of their subjects by watching the You Tube video lectures for better understanding, revision, visual demonstration, and learning on their own pace. You Tubes provide an opportunity to learn from the scholarly lectures by experts from any part of the world. Learners can have clarification on any subject by watching various video lectures on the same subject. Exposure to the world class knowledge is a great boon for the learners.

You Tube videos provide the learners an opportunity to learn anytime anywhere. Students who are absent for the classroom lectures can watch You Tube videos and learn the missed-out subjects. The video lectures are helpful for reiteration, clarification and better retention. Learners may subscribe to any You Tube channel to get continuous resourceful information on the subject of their needs. In addition to the academic subjects, there are many skill-based videos available which help both the learners and the presenters.

You Tube learning is cost effective as the videos are available free of cost except for a few online courses. You Tube has made an invaluable transformation in the learning style of the students, as most of them depend on the You Tube video lectures for their exam preparation. These videos also help to deepen their knowledge and widen their exposure. Interactive You Tube videos give an option for the learners to connect with the global experts, gain diverse perspectives on various subjects, get insightful information, raise queries, and clarify doubts. They can also share their ideas with the fellow learners which facilitates collaborative learning. Sitting in one corner of the world, a student can have peer group learning and collaborate with international learners through You Tube.

Twitter

Started as a micro blogging site in 2006, Twitter has emerged as a renowned social networking platform which connects people across the globe. It helps to share one's views on social happenings and discuss the current trends. The additional features of hash tag which facilitates searching for specific topics, Video streaming facility and audio chat rooms have made Twitter attract millions of users across the world, which even goes to the extent of shaping the global events.

In addition to being a social networking platform, Twitter plays a pivotal role in promoting innovative

thoughts and research ideas. It facilitates dissemination of knowledge, promotion of research ideas, and publicising of research articles. Researchers can post the links of their published research articles in Twitter pages which shall increase the views, citations and downloads of those articles. Hence, Twitter posts become an easy tool for publicising the research work. Researchers can also generate sources of novel ideas through 'crowd sourcing' facility. Twitter helps to connect with academicians with similar research interests through Twitter groups. Using the Follow up and Hash tag options, Twitter helps one to get connected and followed by academicians of the same interest.

Twitter List which is now known as 'X List' provides an option to customise the list of posts that should appear on our timeline. We can prioritize the list of posts in our timeline based on the subject of our interest so that we can read our related contents in our Twitter or X page.

Google Classroom

In addition to the social media sites, there are some web applications which are much used for connecting teachers and students, providing remote learning facilities. Google Classroom is one such app dominantly used for teaching –learning process. During the pandemic days, Google Classroom was the widely used online learning platform created by Google to foster effective communication and collaboration between teachers and students. It helps to share the learning resources such as course materials and assignments. It promotes effective content delivery and active student participation. Interactive activities and quizzes enable knowledge acquisition in an interesting manner.

Microsoft Teams

Microsoft Teams is an educational communication app used as a powerful tool for school teachers, students and parents to interact with one another regarding the students' progress in education. It is a part of Microsoft 365 Education, which also includes web versions of Word, Excel, PowerPoint, and OneNote. Just as in Google Classroom, Microsoft Teams facilitates the school teachers to share course materials, notes and assignments to the students. Using MS Teams, students can chat with the teachers and collaborate with fellow students. It enables collaborative learning and active participation in the learning process. It includes AI assisted tools and integrates with any LMS apps like Moodle, Canvas and Blackboard.

Microsoft Teams is free exclusively for the users of institutional email address. It offers the educators many facilities like hosting meetings, video collaborations, integrating MS Office services, using AI for personalised experiences. Educators can collaborate with other Professional learning communities.

Social Media Platforms for Research

Academia.edu

Academia.edu is a significant social networking platform where researchers can share their research ideas. They can share their research articles which helps them connect with other researchers and publicise their academic researches. It facilitates wider readership and citation for research articles. Though anyone with the email id could login and read the research articles for free of cost, uploading and downloading the research

papers are possible only for the registered users. The discussion forum in Academia enables the researchers to connect with the fellow researchers in their own of research field and nourish their ideas.

Research Gate

Like Academia.edu, Research Gate is another important social networking site for researchers and scientists to share their research articles, discuss the academic questions and answers and work collaboratively. It connects the world of knowledge and science. It facilitates interaction among the researchers, which would help to find the research gaps and improve their research progress. Uploading the research articles in the Research Gate increases the visibility of the article, which enhances the opportunities of getting downloaded and cited by other researchers.

Why is Social Media used for Academics?

Social media was initially meant only for connecting people across the globe through a network for social interaction and business development. Gradually, social media widened its features to include academics related services. Because of the added features, not only individuals, even the institutions have enrolled themselves in the social media platforms.

Job Opportunities and Collaborations

Social media platforms create an opportunity to both students and academicians to connect with peers and industry experts, which may culminate in getting job opportunities, collaborations and academic partnerships. Students can get to know about career opportunities and internship opportunities, matching to their education and professional expectations. Academic and professional exposure may widen the knowledge horizon of people and enable collaborative learning.

Wealth of Information

Researchers and educators share their research articles, explorations, and educational resources in the social media platforms like Twitter, Academic blogs, LinkedIn, Research Gate, and Academia.edu which would provide an easy access for the students and young researchers to rich knowledge resources.

Continuous Learning

Many educational institutions post the information about the academic events like webinars, workshops, conferences they propose to conduct through social media like LinkedIn which provides the teachers with opportunities for continuous learning.

Tool for Interaction

Social media platforms act as tools for academic interaction between students, instructors, and institutions. They serve as a platform for making announcements, discussions, and giving feedback. Research Gate and Academia.edu allow students and researchers to share their publications, projects, and achievements, and establish credibility in their field.

Challenges of Using Social Media in Academics

- Using Social media may distract students from their studies and make them procrastinate and reduce their

productivity.

- Profuse information may sometimes take us to misinformation. The users have to be analytical in taking the information.
- Unethical and unprofessional posts should be avoided.

Efficient Use of Social Media

- Actively participate in discussions, share insights, and contribute to conversations constructively.
- Professionalism should be maintained in the content, language and images shared in the social media platforms.
- Setting clear goals and specific objectives while using social media academically will save our time and produce good results.
- Don't mix up personal and academic posts. It's always better to have separate accounts for personal and academic use.
- Sharing their academic credentials and publishing research articles on social platforms like LinkedIn and Research Gate will enhance their credibility.

Conclusion

Navigation of education from the classroom setting to social media platforms has made it necessitated for the learners to get familiarised with those educational tools. Both teachers and students have to enhance their professional lives and future careers by exploiting the features of the social media platforms efficiently and effectively. Since education is evolving leaps and bounds in the digital era, adopting the social media platforms for networking, collaborating, and knowledge sharing, becomes imperative for lifelong learning and flourishing in the academic arena.

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Social Media: An Observation on Information Promulgation

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Abstract

The word 'social media' is reverberating in every nook and corner of the world. People try to seek and gather information just by clicking a button with their fingertips. Technology has taken a drastic development where each and every person tries to run forward by collecting facts and updating their intelligence despite their less technological insight. Social media predominantly takes a vital role in providing information for everyone all around the world. Platforms in social media plays the chief part in offering information in the field of education. It assists the students to learn and spread information to their peer group. Students often use their mobile phones for academic purpose. This exploration aims to find out how much social media is being utilized by users. Using the Uses and Gratifications Theory (UGT) as the groundwork, the analysis wishes to clarify why and how people actively seek out particular media to meet certain needs.

Keywords: Social Media, Uses and gratifications theory, WhatsApp, Facebook, YouTube.

Social media takes a significant part in the life of each and every human being in one or the other way. In the present era social media are the new means of technology that helps people to communicate and contact with ease. They enable users to link and work together by sharing and watching information. This information takes the form of text, video or image which can be observed and shared whenever necessary. Extensive use of social media in education, entertainment has become one of the life-changing and central inventions of present epoch. Day by day the usage of social media by students takes a rapid growth, especially in their academic purpose. Social media opens out its helping hand to make students to update themselves and supports in gathering and distributing information in a successful and appropriate manner. It takes a primary role in encouraging various scholars to try their hands in observing and finding its impact on society. Social media facilitates its users in communication, entertainment, education and many more. Throughout the world as people could realize that social media is worldwide reachable, they started relying on it totally. J. Mingle, M. Adams and A.E. Adjei in their research article, "A comparative analysis of social media usage and academic performance in public and private senior high schools" states that:

> Social networks have become an integral part of student social life. These networks have become important as they serve as platforms for users to interact and relate with their peers. Social networks are now been seen as learning platforms or communities that could be utilized to enhance student engagement and performance (13).

The screens of social media are reflecting the dynamic social problems that exist in the society. They offer suggestions to solve the issues and take steps for the progress of humanity and bring changes in the society through exchange of information by means of interaction. Interaction and sharing information became more

feasible through social media than the conventional one-on-one communication. Students are provided with wide variety of options for improving and maintaining their interaction both for academics and entertainment purpose. Social media is a wonderful device that erases the space between the students and teachers through flexible interaction and they pave the way to spread knowledge to each and every edge of the universe.

Each and every platform in social media is overflowing with information. Hence, it is student's responsibility to take measures in utilizing social media in a sensible manner. Sometimes spending more time in social media other than the primary academic purpose may result in negative effect among students. Therefore, students should be monitored periodically when they indulge in social media. Lack of observation may divert the attention of the pupil. It can encourage them to involve in immoral activities and behavior and may destroy their academic principles and objectives. Students come across certain obstacles while using social media. They struggle to maintain their accounts and how to respond immediately to the legal commitments and consequences. Students encounter several other economic issues like need of expensive gadgets for internet access and purchase of high-speed internet connections. In contrast at times they are forced to exist in an environment where they are provided with limited devices, access, information and time which may lead them to lack their interest.

Researcher's investigation from different dimensions on social media gain more valuable insight. Communication, business, psychology, ethics, library and information science, technology, marketing, entrepreneurship etc… are the dynamic fields that are available in the wide spread arena of social media. J. Mingle, M. Adams and A.E. Adjei suggest that:

> A number of researchers have outlined a number of student benefits in relation to education as a result of social network participation. Yunus et al. (2012), indicates that students gained more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. Asad, Mamun and Clement (2012) stated the exchange of assignments, resources and discussions on academic work and other issues on social networks among students (14).

In spite of several informative discoveries, researcher's try their hand in assessing students' use of social media for information distribution. Based on this framework this examination takes the assistance of Uses and gratification Theory to inspect how users of social media take the platforms for academic and informational distribution. The major focus of the analysis is to estimate the chief cause behind use of social media and also to find the kinds of information shared by the students and other users in social media and in addition to uncover how users approach social media.

It is to comprehend and find out why and how people vigorously engage in specific media to fulfil his demands are the basic objective of Uses and Gratification Theory. This theory is entirely audience-centred and is derived from communication literature. Cynthia Vinney in her article, "Uses and Gratifications Theory in Media Psychology" explains:

> Uses and gratifications theory (UGT) proposes that people choose to consume certain kinds of media because they expect to obtain specific gratifications as a result of those selections. In contrast to other theories about media, UGT focuses on the media consumer rather than the media itself or the messages the media conveys. While other theories see people as passive recipients of media messages, UGT sees people as active consumers of media who are aware of the reasons, they choose to consume media. (n.pag)

UGT takes the responsibility to give a clear outline on how users rely upon social media to fulfil their needs. This idea basically keeps its attention on the user's execution rather than media's effect upon a person. Human being survives by satisfying their needs. Similarly, people depend upon media competitors who satisfy their requirements faster. Though we cannot give a definite definition to describe social media as such, platforms like web-based and portable technology makes the users to be more and more engaged. It provides space for the users to create, share and change information. We have come across numerous social media platform. Among them, WhatsApp, Facebook, and YouTube take a special place in attracting the attention of the users and make them occupied without considering the time.

Facebook plays the significant part in connecting people all around the world. It helps to share and receive information globally. It is found that 90 to 95% of college students use Facebook. Research survey proves that two-third of 4.2 billion people who use social media are engaged on Facebook. Users can gather the information from other different platforms using their Facebook account. You Tube is a second leading platform in social media which is also considered as a search engine. It is proven that almost 720,000 hours of videos are uploaded per day worldwide and approximately one billion hours of videos are viewed on YouTube. M.Mohsin in his examination under the title, "YouTube Statistics That You Need to Know" conveys that:

> According to the latest YouTube statistics, the video-sharing platform has 2.5 billion users worldwide as of 2023 (DataReportal, 2023). It's ranked as the second-most popular social network, and the only platform that has more users than YouTube is Facebook. It is also just one of four social networks to have a user base of more than 2 billion. This YouTube user statistic can be of huge value to marketers in 2023. With billions of consumers worldwide watching videos on YouTube, it's proof that it's a massive and active market that businesses should be tapping into. (23)

Various survey states that WhatsApp is one among the most widely used app and platform. It can be classified under message, chat and even phone platform. Taking information is more feasible. Through social media people try to increase their acquaintances list as many as possible. It also enables people to socialize easier. As per the setting system of social media network, information that is shared once in the platform can reach innumerable number of viewers in a very short period. For example D.A.González-Padilla and L.Tortolero-Blanco's article under the title "Social media influence in the COVID 19 Pandemic" gives a clear picture on how information through social media takes rapid dissemination:

> Social media have the great advantage of rapid dissemination of educational content in the COVID-19 era, for example, Chan et al. (6) developed an infographic about airway management of patients with suspected or confirmed COVID-19. It was shared through Twitter and We Chat, in a few days requests were received for its translation into more than ten languages, besides the distribution allowed adapting the infographic to the particularities of each healthcare setting. Faster dissemination of information regarding preventive measures has a lot of potentials. (n.pag)

In the field of education, social media has become a pivotal component in developing student's knowledge. They act as a helping platform for students of different surrounding to share and distribute information easily. These platforms as a learning aid encourage the students to involve and perform easily. In contrast to class room interaction, students prefer to interact through online communication. They feel free to express their opinions and ideas despite other's disapprovals and criticisms. Students can exchange their academic needs at anytime and anywhere. They have ample opportunities to update their intelligence and prove their competence. S.Asad, M. A. Mamun, and C. K. Clement in their work "The effect of social networking sites to the lifestyles of teachers and students in higher educational institutions" suggests that:

> SNSs platforms allow for the extension of learning discussion outside the formal classroom setting, therefore promoting deeper learning as young people not only engage with the material for longer but are more likely to relate to it and incorporate it into their everyday lives [12]. Another studies conducted on the use of hand held devices to deliver workplace learning demonstrated that regular accessibility means young people can access resources in a way that is both convenient and relevant to them. This in turn translates into increased levels of implementation into work practice [13]. Many researchers found a positive association between the use of SNSs and academic performance of the student users. Students, who used SNSs scored higher on reading skills test and had higher grades as well. (501)

Social media also helps to break the barrier between the students and teachers. Rather than the face-to-face method of interaction, students prefer to communicate and get clarification and share their materials only through online method. This can definitely bring a harmonious relationship between the tutor and the students. In future, every institution should turn their focus on implementing the incredible benefits of social media in their campus. They should conduct awareness programs based on social media usage to make their students to comprehend and utilize them wisely.

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Social Media as a Pedagogical Tool in University Classrooms

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Abstract

Social media is a powerful tool for learning, and social media pedagogy is the use of social media to assist students build future-career skills. Due to the global uptake of social media and the development of several platforms, it has become a widely used communication tool that is constantly expanding. The higher education sector has been completely engulfed by social media. Businesses now have creative means of communicating thanks to the popularity of social media. Students can effectively engage in the learning process via social media, which is recognized as an innovative tool. Ambiguous results and poor quality of studies often hindered clear statements about conditions and outcomes regarding social media in the classroom. Nonetheless, reported factors include school culture, attitude towards social media, support, teacher professional development, learning goals and a clear position in the curriculum. Considerations and advice for educational practice were formulated. In order to establish an efficient learning environment that is anticipated to Collaborative Platforms, Discussion Forums, Video Sharing, Podcasts, Interactive Content, Blogs and Micro blogging, Visual Learning, Webinars and Live Streaming, Online Communities.

Keywords: Social media, Higher Education, Taxonomy of Social media, Pedagogy

Introduction

Social media's ascent has changed how students engage and communicate with one another. Students' life now revolves around social media sites like Facebook, Instagram, and Twitter as well as educational apps like Slack and Discord. The purpose of this essay is to examine the ways in which social media affects students' learning and to pinpoint practical approaches to its application in classrooms. Social media can promote collaborative learning and increase student engagement, but there are drawbacks that teachers must overcome if they want to fully reap the rewards.

Twitter (www.twitter.com) has been utilized as a teaching tool in undergraduate and graduate programs. Junco et al. (2010) used the National Survey of Student Engagement (NSSE) to investigate Twitter's effect on student engagement and grades. Twitter was found to raise college students' engagement and grades while also increasing contact with peers and professors, resulting in deeper interpersonal ties. Similarly, Dunlap et al. (2009) discovered that using Twitter in classrooms allowed for natural and instantaneous student interactions, social presence, sustained conversations after the semester, and the development of meaning through communication.

Researchers at Harvard University created an online forum using the platform Ning (http://www.ning.com/) with their pre-service teachers in an attempt to create a “community of praxis”, for increasing both student engagement and learning. Ning is a social network similar to Facebook where users

create or join particular networks with others who share similar interests. The researchers recognized that both pre-service and professional educators struggle to find time to read, plan, or reflect on good teaching practices due in part to isolation in the teaching area, confinement to a single school or mentor, and the demands of the profession. By creating a Ning network, the hopes were to build a community of learners. Although the results indicated that the pre-service students felt that instructors underemphasized the relevance of the activity, students were engaged in meaningful conversations which reinforced learning (Reich, Levinson, & Johnston, 2011).

Digital Pedagogy

Education is one of the many areas of our life that have transformed as a result of the digital age. Social media is becoming a potent teaching tool, despite the fact that it is frequently perceived as a distraction. The Taxonomy of Social Media for Learning (TSML), a novel framework created to incorporate social media into classroom practice, increase student engagement, and improve learning outcomes, is presented by Demir's ground-breaking study. Here are some ways that the TSML can change the educational environment.

Viewing: The trip begins with Viewing, the first step in TSML. Prior to beginning official lectures, students examine course information on a social media profile. Instructors upload a variety of materials—such as readings, summaries, and videos—on a group page to help students become acquainted with the course. This introductory exposure lays the stage for further in-depth learning, ensuring that students grasp the foundations before progressing.

Posting: Once students have become acquainted with the course material; the next stage is posting. This is where the fundamental instruction takes place. Teachers provide detailed explanations, clarifications, and other information about the course topic. This step is critical for deepening student knowledge. Teachers help pupils understand complicated concepts by simplifying them and providing interesting examples. Using a range of strategies and interactive information engages students and improves their learning experience.

Interacting: By motivating students to actively interact with their teachers and peers, interaction improves learning. Students put their knowledge to use in a real-world situation through group projects and conversations. This stage develops critical thinking, collaboration, and effective communication—all of which are necessary for solving problems in the real world. Students improve their work and get a deeper knowledge through teamwork and shared criticism.

Analysing: Students delve deeper into the content during the analysing phase by dissecting it into smaller parts and comprehending the connections between various ideas. They can compare concepts, discern underlying structures, and discern between truth and opinion thanks to this critical thinking process. Students develop a sophisticated grasp of the subject matter by evaluating both their own and their peers' work, which empowers them to produce original and knowledgeable projects. This phase is essential for cultivating the capacity to generate original and perceptive work.

Evaluating: A key component of TSML is evaluation, which aims to raise student work standards by providing

feedback. At this point, students evaluate their own and their colleagues' work using predetermined standards, with tutors offering additional guidance. By assisting students in recognizing their areas of strength and progress, this technique promotes a growth mentality. Here, authentic assessment techniques like peer and self-assessment work very well. Social networking sites help with this by offering prompt, helpful criticism that can greatly enhance learning results.

Creating: The third stage, creation, entails sharing refined and polished work on social media. This approach enables students to enhance their projects depending on feedback from previous phases. Creating content allows students to display their unique initiatives, share their learning experiences, and connect with a larger audience. Hash tags and other interactive components can help enhance interaction and visibility. This level encourages visual learning and critical thinking, giving children a sense of pride and success.

Teaching Tools

Using social media as a teaching and learning tool can enhance student engagement, collaboration, and communication. Here's a breakdown of how it can be effectively utilized in an educational context:

1. Cooperation and Teamwork

• Platforms: Programs like Discord, Slack, and Facebook Groups can let people work together on projects.

• Advantages: Students can exchange materials, generate concepts, and give immediate peer feedback.

2. Community Building

• Platforms: Students can develop a feeling of community by using Instagram or Twitter.

• Advantages: Fostering a supportive environment is facilitated by sharing successes, difficulties, and educational opportunities.

3. Real-World Relationships

• Platforms: Students can connect with professionals in their field of study through LinkedIn.

• Advantages: Students' career preparation might be improved via networking opportunities and exposure to industry trends.

4. Content Sharing and Creation

• Platforms: Educational content can be shared and created on TikTok and Pinterest.

• Advantages: Students can find new resources and study more effectively with the aid of visual information

5. Interactive Learning

• Platforms: Real-time conversations on particular subjects might be facilitated by Instagram Live sessions or Twitter chats.

• Advantages: Students can interact with the content in a dynamic way and are encouraged to participate in these formats.

6. Remarks and Introspection

• Platforms: Students can use blogs or their own social media profiles as places to reflect on what they have learned.

• Advantages: Students who write reflections are better able to express their ideas and process their experiences.

7. Access to Diverse Perspectives

• Platforms: Students can be exposed to a range of cultures and points of view through Reddit or forums.

• Advantages: Considering other points of view improves critical thinking and increases comprehension. By thoughtfully integrating social media into the classroom, educators can create a dynamic learning environment that prepares students for the digital age.

Conclusion

Social media supports socio-cultural learning theories by encouraging students to engage, communicate, collaborate, and learn in-depth. There are now many options to develop digital learning strategies that are effective and suitable for learners' constantly changing demands due to the recent growth in the use of open learning, digital learning materials, and online and offline contexts.

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Navigating the Digital Landscape:
The Impact of Social Media on Digital Literacy and Professional Identity

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Abstract

By examining the intricate connections among social media, digital literacy, and professional identity, this study clarifies how social media platforms influence the development of digital literacy abilities and professional identities. Social media's explosive growth has changed how people engage, communicate, and display themselves online, making a critical analysis of its effects on digital literacy and professional identity imperative. This study shows that social media has had a major impact on digital literacy abilities, such as information literacy, media literacy, communication literacy, and technical literacy, based on a thorough analysis of the body of existing literature and empirical research. Users of social media exhibit enhanced critical thinking abilities, the capacity to assess information found online, and the ability to manoeuvre through intricate digital settings. Teachers should incorporate digital literacy into their lessons, and professionals should place a high priority on managing their online reputations and lifelong learning. Establishing social media policies and fostering the growth of employees' digital literacy are important tasks for organizations. In the end, this study advances our knowledge of the intricate connections among digital literacy, professional identity, and social media by offering guidance on how to take advantage of the benefits and overcome the obstacles that social media presents.

Keywords: social media, digital literacy, professional identity, online presence, reputation management, critical thinking, media literacy.

Social media has transformed how people interact, communicate, and show themselves online. With billions of users worldwide, social media platforms have become an indispensable aspect of both personal and professional lives. This article investigates the relationship between social media, digital literacy, and professional identity, specifically how social media affects digital literacy skills and professional identity creation. Digital literacy is the capacity to successfully browse, assess, and produce digital content.

Social media has broadened the definition of digital literacy, requiring people to learn information literacy, media literacy, communication literacy, and technological literacy. Professionals must now navigate complex internet settings while managing their digital footprint and establishing a solid professional brand.

The introduction of social media has had a tremendous impact on how people connect, communicate, and express themselves online. Digital literacy, defined as the ability to efficiently explore, assess, and create digital content, has become a necessary skill in today's digital landscape. This includes a variety of skills such as information literacy, media literacy, communication literacy, and technological literacy, all of which are

required for efficient online communication, critical thinking, professional growth, and online safety. Social media has a huge impact on individuals' professional identities, which refer to the image and reputation they present online. Professional identity is influenced by a variety of factors, including online presence, social media profiles, digital footprint, and networking and participation. Maintaining a solid professional identity is essential for professional development, networking, personal branding, and online reputation management. Nonetheless, social media has a complex effect on professional identity and digital literacy. Positively, social media improves online presence, expands professional networking opportunities, fosters digital literacy, and gives access to a variety of viewpoints. However, there are disadvantages associated with social media as well, such as information overload, false information, online abuse, harm to one's reputation, and a shorter attention span.

The significance of creating plans to control one's professional identity and online presence has been emphasized by research. Prioritizing online reputation management, encouraging lifelong learning, and incorporating digital literacy into the curriculum are all necessary for effective management. Establishing social media policies and fostering the growth of employees' digital literacy are also essential. Furthermore, the algorithms and moderation guidelines of social media sites have a big impact on professional identity and digital literacy. Algorithms have the potential to produce "filter bubbles," which restrict exposure to a range of viewpoints, and moderation guidelines may have an effect on free expression and online safety. Furthermore, the development of automation and artificial intelligence calls for a reassessment of professional identity and digital literacy abilities.

The relationship between digital literacy, social media, and professional identity also brings up significant issues regarding the digital gap and unequal access to digital resources.

- Language and cultural diversity in virtual environments
- Digital wellness and mental health;
- online anonymity and pseudo Nymity;
- online ownership and intellectual property

Social constructivist theory, digital identity theory, media ecology theory, and connectivism theory are a few examples of theoretical frameworks that offer important insights into the intricate connections among digital literacy, professional identity, and social media. Additional investigation is required to examine how social media affects particular businesses, how artificial intelligence shapes digital literacy, and practical methods for reducing hazards when connecting online. In the end, addressing the benefits and problems posed by social media requires an awareness of how digital literacy, professional identity, and social media connect. People, organizations, and educators can use social media to improve professional identity and digital literacy by recognizing its advantages and disadvantages.

Digital literacy and professional identity are shaped in two ways by social media. Social media, on the one hand, makes it easier to interact and network, share information and knowledge, and offer venues for self-

promotion and personal branding. Yet, social media also raises the risk of misinformation and information overload, makes users more susceptible to cyberbullying and online harassment, and makes it harder to distinguish between personal and professional spheres. Digital presence is becoming more and more entwined with professional identity. Online reputation management and personal branding, digital footprint and online exposure, networking and engagement tactics, and ongoing education and career advancement are important factors to take into account. To preserve a powerful, consistent online professional persona, people need to manage these difficulties.

Social media, digital literacy, and professional identity interact in ways that have a big impact on practice and education. Teachers should create social media policies and procedures, promote media literacy and critical thinking, include digital literacy into their curricula, and support lifelong learning and professional growth. The impact of emerging technologies on digital literacy and professional identity, the digital divide and unequal access to digital resources, the development of practical strategies for reducing online risks and harassment, and the intersection of digital literacy and professional identity in various cultural contexts should be the main areas of research as digital landscapes continue to change. In the end, navigating the opportunities and challenges posed by digital landscapes requires an awareness of the interactions among social media, digital literacy, and professional identity. People can use digital landscapes to improve their personal and professional life by understanding both the advantages and the threats.

A complete strategy that includes social media awareness, digital literacy, and professional identity management is necessary for effective navigation of digital landscapes. People can prosper in the complicated digital world of today by using this strategy. Professional identity development has changed as a result of social media's emergence. Nowadays, people can construct their online personas to highlight their experiences, knowledge, and abilities. But there are disadvantages associated with this greater visibility as well, like reputational harm, online harassment, and privacy issues. In order to maintain consistency between their digital and physical identities, professionals need to create strategies for managing their online presence.

Social media appears to have a big influence on computer literacy abilities, according to research. Social media users have better information literacy abilities and can critically assess online content, according to a Katz study. Social media also improves media literacy, allowing people to analyze and comprehend online content, according to Hobbs' research. However, digital literacy is also challenged by social media. Reduced critical thinking abilities and heightened susceptibility to online manipulation might result from the spread of false and misleading material on the internet. Additionally, social media algorithms have the potential to produce "filter bubbles," which restrict access to a range of viewpoints and strengthen preexisting prejudices.

Social media has an impact on one's professional identity. Social media users curate their online personas to highlight their professional skills, a practice known as "performative identity work," as Papacharissi's research showed. This performative feature of social media draws attention to the conflict between self-presentation and authenticity. People need to learn how to manage their digital footprint if they

want to keep up a solid online professional brand. This entails keeping an eye on one's online presence, participating in professional networks, and preserving platform uniformity. Goffman's research emphasized the significance of impression management by showing that people need to strike a balance between self-presentation and authenticity. The necessity for educators to incorporate digital literacy skills into curricula is highlighted by the convergence of social media, digital literacy, and professional identity. Teaching media literacy, critical thinking, and internet navigation are all included in this. Additionally, managing one's internet reputation must be a top priority for professionals, who should also pursue ongoing education and professional growth.

To sum up, social media has had a significant influence on professional identity and digital literacy. Professionals must adjust as social media keeps changing, creating plans to control their online persona and sustain a solid professional brand. People may successfully negotiate the intricacies of social media and maintain a consistent and polished online presence by placing a high priority on digital literacy and online reputation management.

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The Scrolling Scholars

Bridging Academia and Social Media

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